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ABSTRACT

The North Carolina Community College System includes 37 technical institutes and 20 community colleges. Chapter I of this report reviews the role of the community college system in North Carolina's higher education network. Chapter II reviews the administration of the system, including the role of the State Board of Education, the Community College Advisory Council, the Controller, and the Department of Community Colleges. Chapter III provides a brief overview of academic transfer, general education, developmental, and occupational programs offered. Chapter IV presents financial, enrollment, and space utilization data: current expenses by institution, institutional receipts, capital fund expenditures, major equipment inventory, library book acquisition, estimate of state expenditures for 1976-77 and budget requests for 1977-79, average annual enrollment by type of program, enrollment growth, geographic origin of students, enrollment by race, sex and type of program, community college transfers, growth of the community college system, capacity/enrollment ratio, and assignable square feet per full time equivalent student. Chapter V reviews system planning--the biennial program plan, long-range planning, the liaison committee, and the civil rights plan. An additional section presents brief statements from each institution on its accomplishments during the period covered by the report. (JDS)

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NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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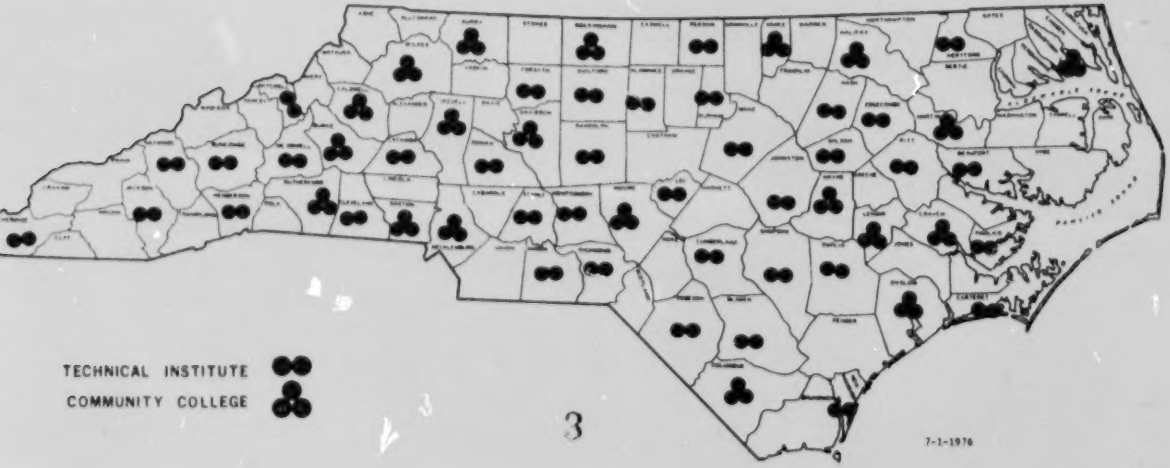
BIENNIAL REPORT 1974-1976

State Board of Education
Department of Community Colleges
Raleigh, North Carolina

June 30, 1976

NORTH CAROLINA SYSTEM OF INSTITUTIONS



TECHNICAL INSTITUTE

COMMUNITY COLLEGE

7-1-1976

DEPARTMENT OF
COMMUNITY COLLEGES
NORTH CAROLINA STATE BOARD OF EDUCATION
RALEIGH 27602

BEN E. FOUNTAIN, JR
STATE PRESIDENT

June 30, 1976

The Honorable James E. Holshouser, Jr.
Members of the North Carolina General Assembly
Members of the State Board of Education
Citizens of North Carolina

Ladies and Gentlemen:

Today each of the thirty-seven technical institutes and twenty community colleges have at least the beginnings of permanent campuses. This goal was achieved five years earlier than was expected in 1971. In 1971 more than one third of the institutions were located in makeshift facilities such as abandoned schools, prisons and motels. Now the institutions are moving into facilities which they may well outgrow in a few years. Attainment of the goal was made possible in a much shorter time than originally expected through the generosity of construction monies appropriated by the General Assembly which were more than matched by local funds in addition to federal funds.

The next goals for the Technical Institute/Community College System are for excellence in educational programs and comprehensive learning opportunities for all citizens served by the 57 institutions. As the educational needs of the men and women of North Carolina change, the obligation of the technical institutes and community colleges also will be to adjust their curriculums and courses to meet these needs.

Among the newer programs in the System which have been developed to answer the growing and changing needs of North Carolinians—the general public, industry and business—are Numerical Control Specialty, Physician Assistant, Public Administration, Sanitary Landfill Technology, Pharmacy Technician and Printing Management. The Visiting Artists Program, which is well-accepted across the state, adds a cultural arts element to a broad range of educational opportunities beginning with literacy and high school training and continuing through one year of vocational, two years of technical and two years of liberal arts education and hundreds of topics of study in short courses. The variety of programs exemplifies how the System reflects the changing patterns of the North Carolina community.

The Biennial Report documents the growth of enrollments, programs and budgets. It evidences the accomplishments of the citizens of the state under the leadership of the State Board of Education and the 57 boards of trustees. The tables and charts depict a realization of the System's philosophy of total education for all adults who want to learn. Beyond the statistical data, the respective schools report on their many efforts to fill the gap in educational opportunity once existing between high schools and senior colleges and universities. I hope that each of you will examine this Report which indicates the post-secondary educational services which benefit so many North Carolina citizens.

Sincerely,

Ben E. Fountain, Jr.
State President

NAME AND LOCATION OF INSTITUTIONS

Anson Technical Institute, P. O. Box 68, Ansonville, N. C. 28007, H. B. Monroe, President

Asheville-Buncombe Technical Institute, 340 Victoria Road, Asheville, N. C. 28801, Harvey L. Haynes, President

Beaufort County Technical Institute, P. O. Box 1069, Washington, N. C. 27889, James P. Blanton, President

Bladen Technical Institute, P. O. Box 266, Dublin, N. C. 28332, George Resseguie, President

Blue Ridge Technical Institute, Flat Rock, N. C. 28731, William D. Killian, President

Caldwell Community College and Technical Institute, P. O. Box 600, Lenoir, N. C. 28645, H. E. Beam, President

Cape Fear Technical Institute, 411 North Front St., Wilmington, N. C. 28401, M. J. McLeod, President

Carteret Technical Institute, 3505 Arendell St., Morehead City, N. C. 28557, Donald Bryant, President

Catawba Valley Technical Institute, Hickory, N. C. 28601, Robert E. Paap, President

Central Carolina Technical Institute, 1105 Kelly Drive, Sanford, N. C. 27330, J. F. Hockaday, President

Central Piedmont Community College, P. O. Box 4009, Charlotte, N. C. 28204, Richard Hagemeyer, President

Cleveland County Technical Institute, 137 South Post Road, Shelby, N. C. 28150, James Petty, President

Coastal Carolina Community College, 222 Georgetown Road, Jacksonville, N. C. 28540, James L. Henderson, Jr., President

College of the Albemarle, Elizabeth City, N. C. 27909, J. Parker Chesson, Jr., President

Craven Community College, P. O. Box 885, New Bern, N. C. 28560, Thurman Brock, President

Davidson County Community College, P. O. Box 1287, Lexington, N. C. 27292, Grady E. Love, President

Durham Technical Institute, P. O. Drawer 11307, Durham, N. C. 27703, John M. Crumpton, Jr., President

Edgecombe Technical Institute, P. O. Box 550, Tarboro, N. C. 27886, Charles B. McIntyre, President

Fayetteville Technical Institute, P. O. Box 5236, Fayetteville, N. C. 28303, Howard E. Boudreau, President

Forsyth Technical Institute, 2100 Silas Creek Parkway, Winston-Salem, N. C. 27103, Harley P. Affeldt, President

Gaston College, New Dallas Highway, Dallas, N. C. 28034, Joseph L. Mills, President

Guilford Technical Institute, P. O. Box 309, Jamestown, N. C. 27282, Woodrow B. Sugg, President

Halifax Community College, P. O. Drawer 809, Weldon, N. C. 27890, Phillip Taylor, President

Haywood Technical Institute, P. O. Box 457, Clyde, N. C. 28721, M. C. Nix, President

Isothermal Community College, P. O. Box 804, Spindale, N. C. 28160, Fred J. Eason, President

James Sprunt Institute, P. O. Box 398, Kenansville, N. C. 28349, Carl Price, President

Johnston Technical Institute, P. O. Box 2350, Smithfield, N. C. 27577, John Tart, President

Lenoir Community College, P. O. Box 188, Kinston, N. C. 28501, Jesse L. McDaniel, President

Martin Community College, P. O. Drawer 866, Williamston, N. C. 27892, Isaac Southerland, President

Mayland Technical Institute, P. O. Box 547, Spruce Pine, N. C. 28777, O. M. Blake, President

McDowell Technical Institute, P. O. Box 1049, Marion, N. C. 28752, J. A. Price, President

Mitchell Community College, West Broad Street, Statesville, N. C. 28677, Charles C. Poindexter, President

Montgomery Technical Institute, P. O. Drawer 579, Troy, N. C. 27371, Marvin Miles, President

Nash Technical Institute, Rt. 5, Box 255, Rocky Mount, N. C. 27801, Jack Ballard, President

Pamlico Technical Institute, Hwy 306 S., Grantsboro, N. C. 28529, Paul Johnson, President

Piedmont Technical Institute, P. O. Box 1197, Roxboro, N. C. 27573, Edward W. Cox, President

Pitt Technical Institute, P. O. Drawer 7007, Greenville, N. C. 27834, William Fulford, Jr., President

Randolph Technical Institute, P. O. Box 1009, Asheboro, N. C. 27203, M. H. Branson, President

Richmond Technical Institute, P. O. Box 1189, Hamlet, N. C. 28345, Joseph H. Nanney, President

Roanoke-Chowan Technical Institute, Route 2, Box 46-A, Ahoskie, N. C. 27910, J. W. Young, President

Robeson Technical Institute, P. O. Drawer A, Lumberton, N. C. 28358, Craig Allen, President

Rockingham Community College, Wentworth, N. C. 27375, Gerald B. James, President

Rowan Technical Institute, P. O. Box 1595, Salisbury, N. C. 28144, C. Merrill Hamilton, President

Sampson Technical Institute, P. O. Drawer 318, Clinton, N. C. 28328, Bruce I. Howell, President

Sandhills Community College, Rt. 3, Box 182-C, Carthage, N. C. 28327, Raymond A. Stone, President

Southeastern Community College, P. O. Box 151, Whiteville, N. C. 28472, W. Ronald McCarter, President

Southwestern Technical Institute, P. O. Box 95, Sylva, N. C. 28779, Edward E. Bryson, President

Stanly Technical Institute, Rt. 4, Box 5, Albemarle, N. C. 28001, Charles H. Byrd, President

Surry Community College, P. O. Box 304, Dobson, N. C. 27017, Swanson Richards, President

Technical Institute of Alamance, P. O. Box 623, Haw River, N. C. 27258, William E. Taylor, President

Tri-County Technical Institute, P. O. Box 40, Murphy, N. C. 28906, Vincent W. Crisp, President

Vance-Granville Community College, P. O. Box 917, Henderson, N. C. 27536, Donald R. Monorn, President

Wake Technical Institute, Route 10, Box 200, Raleigh, N. C. 27603, Robert W. LeMay, Jr., President

Wayne Community College, Caller Box 8002, Goldsboro, N. C. 27530, Clyde A. Erwin, Jr., President

Western Piedmont Community College, 1001 Burkemont Avenue, Morganton, N. C. 28655, Gordon Blank, President

Wilkes Community College, P. O. Drawer 120, Wilkesboro, N. C. 28697, Howard E. Thompson, President

Wilson County Technical Institute, P. O. Box 4305, Woodard Station, Wilson, N. C. 27893, Ernest Parry, President

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I. Role of the Community College System

General Statute 115A-1 provides

> for the establishment, organization, and administration of a system of educational institutions throughout the State offering courses of instruction in one or more of the general areas of two-year college parallel, technical, vocational, and adult programs.

The law further states that

> the major purpose of each and every institution operating under the provisions of this chapter, shall be and shall continue to be the offering of vocational and technical education and training, and of basic, high school level, academic education needed in order to profit from vocational and technical education, for students who are high school graduates or who are beyond the compulsory age limit of the public school system and who have left the public schools.

Thus, the State of North Carolina, through legislative action and through State Board of Education policy decisions, has assigned to the institutions in the North Carolina Community College System, whether named community college or technical institute, a specific role in the accomplishment of certain broad educational objectives found to be necessary for the common welfare of the people of the state. Along with the roles assigned to the public schools and to the four-year colleges and universities, the Community College System makes possible the realization of the concept of total educational opportunity.

The purpose of the North Carolina Community College System is to fill the gap in educational opportunity existing between high school and the senior college and university. In carrying out this role, the technical institutes and community colleges offer academic, cultural and occupational education, and training opportunities from basic education through the two-year college level, at a convenient time and place and at a nominal cost, to anyone of eligible age who can learn and whose needs can be met by these institutions.

Consistent with this purpose, the following goals have been established to guide long-range planning:

1. To open the door of each institution to all persons of eligible age, who show an interest in and who can profit from the

instruction offered, with no individual denied an educational opportunity because of race, sex, or creed.

2. To provide a variety of quality post-secondary educational opportunities below the baccalaureate level and consistent with the abilities, desires, and needs of the students to fit them with the skills, competencies, knowledge, and attitudes necessary in a democratic society.
3. To provide for industry, agriculture, business, government, and service occupations the pre-service and in-service manpower training that requires less than baccalaureate level preparation.
4. To provide specific training programs designed to assist in fostering and inducing orderly accelerated economic growth in the state.
5. To provide activities and learning opportunities which meet the adult educational and community service needs of the residents of the community served by an institution.
6. To direct the resources of the Community College System toward a search for solutions to urgent community problems.
7. To provide, in both curriculum and non-curriculum programs, the education needed to assist individuals in developing social and economic competence and in achieving self-fulfillment.
8. To improve the services of the institutions and the quality of the educational and training opportunities through constant evaluation and study.

The accomplishment of these goals requires understanding of and commitment to the role assigned to the Community College System, including especially the significance of the open door admission policy with selective placement in programs, provisions made for student retention and follow-up, comprehensive and balanced curriculum and extension offerings, and instruction adapted to individual student needs. It also requires that each institution develop fully the unique educational needs of its own service area; that it adapt its educational programs to such needs; and that it maintain effective correlation with the public schools, with four-year colleges and universities, and with employers of manpower in the area.

Open door admission of both high school graduates and others who are eighteen years old or older but not high school graduates is an essential requirement for filling the educational opportunity gap. A comparison of follow-up data of North Carolina high school

graduates for the period of 1958-1975 reveals that sixty percent of high school graduates continued training in 1975 as compared with forty-two percent in 1958. The door is also open to the school drop-out between sixteen and eighteen years old, providing that his needs can better be served in one of these institutions rather than in the public schools.

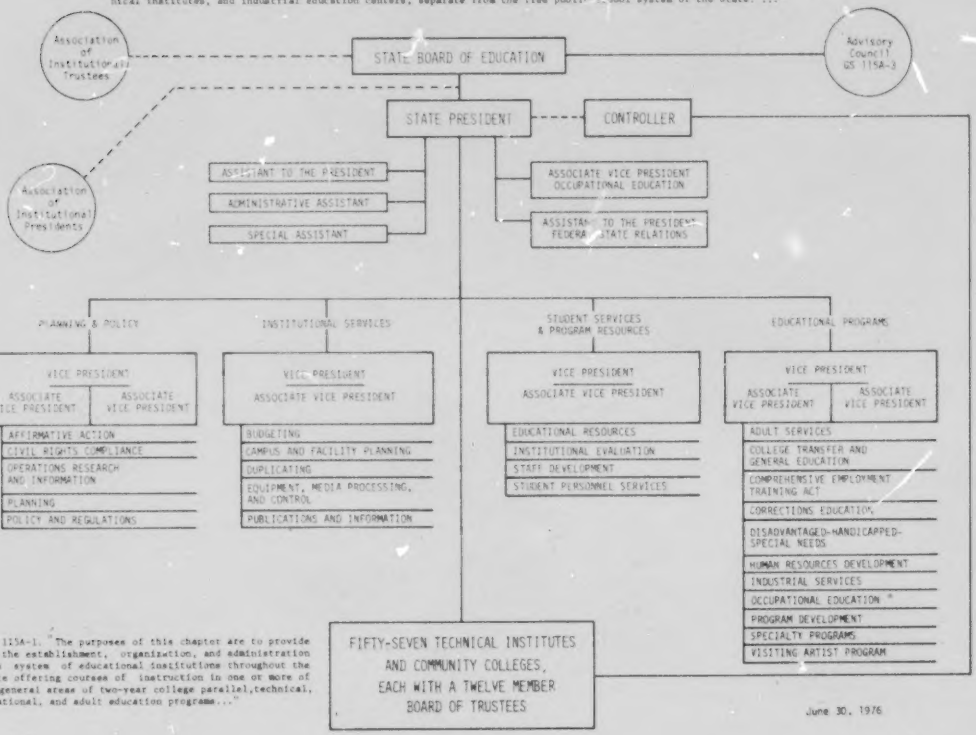
People served by institutions include the following:

- Adults who wish to complete grade levels 1-8.
- Adults seeking high school diplomas or the equivalent.
- High school graduates or school dropouts who wish to prepare for trade level employment.
- High school graduates who wish to prepare for technician level employment.
- High school graduates who desire the first two years of college training (community colleges only).
- Employed adults who wish to upgrade their occupational skills.
- Adults seeking general cultural and citizenship level improvement.

The carrying out of this responsibility assigns a unique role to the institutions in the System, a role fundamentally different from the more selective one traditionally assigned to four-year colleges and universities. Thus, a community college aspires to become nothing more than what it is—a two-year institution centering its goals around the educational needs of the community.

CHART OF ORGANIZATION OF NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

"Chapter 115A-3., General Statutes of North Carolina: The State Board of Education is authorized to establish and organize a department to provide state-level administration, under the direction of the Board, of a system of community colleges, technical institutes, and industrial education centers, separate from the free public school system of the State. ..."



GS 115A-1. "The purposes of this chapter are to provide for the establishment, organization, and administration of a system of educational institutions throughout the State offering courses of instruction in one or more of the general areas of two-year college parallel, technical, vocational, and adult education programs..."

June 30, 1976

II. Administration of the System

A. STATE BOARD OF EDUCATION

The State Board of Education provides state level administration to the Community College System. The Board receives its authority from General Statute 115A enacted by the 1963 General Assembly, which states:

> the State Board of Education is authorized to establish and organize a department to provide state level administration, under the direction of the Board, of a system of community colleges, technical institutes, and industrial education centers, separate from the free public school system of the State. The Board shall have authority to adopt and administer all policies, regulations, and standards which it may deem necessary for the establishment and operation of the department.

The membership of the State Board of Education for 1976 is as follows:

James B. Hunt, Jr., Lieutenant Governor
Edwin Gill, State Treasurer
Dallas Herring, Rose Hill, Chairman
John A. Pritchett, Windsor, Vice-Chairman
Richard Cannon Erwin, Winston-Salem
Larry M. Harding, Charlotte
R. Barton Hayes, Hudson
R. R. Manz, Roanoke Rapids
Earl H. Oxendine, Raeford
John M. Reynolds, Asheville
Prezell R. Robinson, Raleigh
Mrs. Mildred S. Strickland, Smithfield
Mrs. Evelyn S. Tyler, Greensboro

Chief administrative officers are:

A. Craig Phillips, State Superintendent of Public Instruction, Secretary to the Board
A. C. Davis, Controller
Ben E. Fountain, Jr., State President, Department of Community Colleges

B. COMMUNITY COLLEGE ADVISORY COUNCIL

Chapter 115A, General Statutes, provides that

> The State Board of Education shall appoint an Advisory Council consisting of at least seven members to advise the Board on matters relating to personnel, curricula, finance, articulation, and other

matters concerning institutional programs and coordination with other educational institutions of the State. Two members of the Advisory Council shall be members of the North Carolina Board of Higher Education, or of its professional staff, and two members of the Advisory Council shall be members of the faculties or administrative staffs of institutions of higher education in this State.

In keeping with G.S. 115A, the State Board of Education appointed an Advisory Council consisting of members from the Board of Governors of the university system, members from the administrative staffs and faculties of other institutions of higher education, and members from agriculture, business and industry, as well as members from a number of other organizations and agencies. In August, 1968, the State Board of Education enlarged the Advisory Council to include the president and the chairman of the board of trustees of each institution in the Community College System for terms coinciding with their terms of office in these positions. In 1971, the officers of the North Carolina Comprehensive Student Government Association were added to the Council. The Advisory Council now has 159 members.

The original Advisory Council consisting of thirty-three members met a number of times during the first five years to consider matters relevant to the Community College System.

In December, 1966, the State Board of Education requested by way of the following resolution that the Advisory Council develop evaluation standards:

> The State Board of Education requests the Community College Advisory Council to give major consideration to involving the staffs of the Department of Community Colleges and the institutions, and others, in the development of standards by which assessment can be made of the quality of institutions.

As a result of this request, the first draft of a comprehensive set of standards and evaluative criteria was completed in November, 1968, and accepted by the State Board in January, 1969. In addition, the Council in 1972 at the request of the State Board of Education began the development of educational program standards by which specific programs could be planned and assessed.

The Council has also conducted studies on budget requests and changes needed in the General Statutes.

C. CONTROLLER

The Controller is the executive administrator of the State Board of Education in the supervision and management of budgeting,

allocation, accounting, auditing, certification, and disbursing of public school funds administered by the Board. The Division of Fiscal Management is charged with the auditing and accounting of all funds, state and federal, under the control of the State Board of Education, including funds allocated to institutions in the Community College System, and other funds expended by the System. Its work includes all budget making, bookkeeping, writing vouchers, making reports, and related services.

In 1973 at the request of the legislature and institutions, two student accounting supervisors were added under the direction of the Division of Teacher Allotment and General Control in the Office of the Controller. An important part of the supervisor's job is to recognize and solve problems in the field relating to student reporting procedures. To that end, these supervisors conduct campus audits and make recommendations to both the institutions and the Department of Community Colleges for standardizing student reporting procedures in order that state funds can be equitably distributed to all institutions.

D. DEPARTMENT OF COMMUNITY COLLEGES

1. State President

The State President is the chief executive officer of the Department of Community Colleges. He is responsible for organizing and managing the Department of Community Colleges and carrying out the philosophy, policies and instructions of the State Board of Education that pertain to technical institutes and community colleges. He reports to the State Board of Education. He works cooperatively with the State Superintendent of Public Instruction and the Comptroller, who also report to the Board. The State President also conducts planning activities for the Community College System jointly with officials of the university system and coordinates the work of the Department with other state agencies and with federal agencies. He is assisted in his work by a professional and clerical staff.

In the performance of his responsibilities, the State President receives advice from the North Carolina Trustees Association of Community Education Institutions, whose purpose it is to improve and expand public post-high school educational opportunity for the citizens of North Carolina. This organization not only advises, but also promotes the Community College System on a local and state-wide basis.

The State President also receives advice and assistance from the North Carolina Association of Public Community College Presidents. This Association stimulates and encourages the public two-year comprehensive post-secondary institution movement in North Carolina, assists individual institutions with their special problems, and promotes the best interests of the Association.

2. Department Services

The Department's function is to assist institutions of the state-wide system with both administrative and educational services. As the fifty-seven institutions are governed locally by Boards of Trustees, the functions of the Department are consultative and advisory, and provide state-wide leadership for the institutions. Examples of its services are as follows:

1. *The Division of Institutional Services* includes business affairs, construction consultation, equipment and media processing, and publication and information services. These services are centralized in the Department for better operating efficiency of functions common to all institutions.
2. *The Division of Planning and Policy* is composed of (a) a research and planning staff which provides leadership for institutions' individual research and development of short and long-range plans; (b) a staff for operations research and information, which collects and analyzes statistical data on enrollment, space and funds for all institutions; (c) a policy development staff which coordinates the production, revision and distribution of State Board policies and administrative procedures, and interprets and supervises federal, state, and local regulations and policies.
3. *Student Personnel and Program Resources* involves (a) an institutional evaluation staff to assist institutions in achieving and maintaining a minimum level of quality in their educational programs; (b) an educational resources staff to provide consultative services for development of libraries, individualized instruction centers, and audio-visual resources; (c) an office of student personnel services which works in an advisory and training capacity in matters such as recruitment and admissions, testing and counseling, financial aid, student activities, job placement and followup; and (d) a staff development team which assists institutions with conferences and training programs in new teaching

methodologies and techniques particularly appropriate to community colleges and technical institutes.

4. *Educational Programs* is divided into (a) a program development staff which designs curricula and determines the need for instructional materials and inservice education for specific staff while coordinating and adjusting its services to the needs and demands of institutions; (b) a college transfer and general education staff which anticipates and negotiates articulation and transferability problems between the local institutions and the public and private four-year institutions; this staff also helps institutions implement programs; (c) the occupational educational staff which assists institutions in the implementation of programs, and helps to resolve accompanying budgetary considerations and the federal and state regulations pertaining to occupational programs, and (d) Continuing Education, which in its broad role of assessing, characterizing and defining the industrial, cultural and educational needs of the N. C. community, acts as a clearinghouse. This staff helps institutions set up noncredit courses in such diverse areas as literacy training, arts and crafts, and citizenship courses. The staff maintains contact with new industries moving into the state, and helps them interpret and translate their training needs into educational programs. The staff also maintains contact with manpower and employment agencies in order to identify job-training programs.

All programs of the community colleges and technical institutes operate twelve months per year during the day, evening, and week-ends.

III. PROGRAMS OFFERED

A. DEGREE AND DIPLOMA PROGRAMS

1. Occupational Program

The community colleges and technical institutes of North Carolina offer full-time and part-time occupational education programs. Each institution offers programs that are designed to meet the needs of individuals according to available job opportunities of the area. Attempts are made to provide high quality, up-to-date education for students who attend a post-secondary institution.

Technical programs, two years in length, prepare students for entry-level jobs as para-professionals. The graduate usually works under the direct supervision and in close cooperation with a professionally trained person. Technical education is collegiate level and includes courses in communicative skills, social studies, mathematics, physical sciences, and technical and related specialty courses. The technical programs are designed to meet the increasing demand for occupations requiring highly skilled technicians. In some instances courses may be accepted by four-year colleges and universities as transfer credit. An Associate of Applied Science Degree is awarded upon successful completion of a technical program.

Vocational programs are designed to train individuals for entrance into semi-skilled occupations. They vary in length, depending upon the development of skill and job proficiency required. Vocational programs consist of general education courses, skill development, and related courses. The training is designed to help the individual to progress rapidly to the skilled or craftsman level. Certificates are usually awarded on the completion of one to three quarter length programs, and a diploma is awarded for completion of programs of four quarters or more in length.

Approximately 200 occupational curricula are available within the system. They include:

a. Agricultural and Natural Resources
b. Art and Design
c. Business and Office
d. Construction
e. Education
f. Electrical-Electronics
g. Health

h. Mechanical-Manufacturing
i. Public Service Occupations
j. Transportation

The *Educational Guide* published by the Department of Community Colleges, Raleigh, North Carolina 27611 gives a complete description of all programs, as do publications of the respective institutions.

2. Transfer and General Education Programs

In college transfer programs, there are two major classifications, the liberal arts and the more specialized pre-professional programs. Each of these programs includes a core of general education courses developed within guidelines established by the Curriculum Committee of the Community College Advisory Council. Articulation guidelines have been developed by the Joint Committee on College Transfer Students.

Each program establishes for all transfer students a core of courses in English, social science, humanities, mathematics, laboratory science in the biological or physical sciences, and physical education. The broad exposure to the liberal arts provides:

a. a common core of experience for all transfer students;
b. some insight into the basic areas of knowledge; and
c. a frame of reference from which the student may make an intelligent decision regarding his professional goals.

The liberal arts program, culminating in an Associate of Arts Degree, is designed for the student who intends to transfer to a senior college or university. In addition to the general education core, the student may select other courses providing additional depth in a specific area of the arts and sciences. Pre-professional programs are similar in intent, but the curriculum requires fewer courses in the social sciences and humanities and more courses in mathematics and laboratory sciences. Pre-professional programs contain specialized courses in such studies as agriculture, art, business administration, music, pharmacy, and social work in addition to the general education core. They may culminate in either an Associate in Arts, Associate in Science or Associate in Fine Arts Degree.

The general education programs provide courses for the student who is interested in a general education emphasizing his personal interests, growth, and development without committing him to a

specific occupation or profession. Ninety-six quarter hours chosen from English and literature, fine arts and philosophy, social studies, science and mathematics and interest type courses lead to an Associate Degree in General Education. Thirty to forty-five quarter hours of courses from at least two of the above areas culminate in a Certificate in General Education.

Details of programs offered at various institutions are available in the *Educational Guide*, published by the Department of Community Colleges or in publications of the respective institutions.

Twenty-three technical institutes and five community colleges offer a program in general education. Seventeen technical institutes offer a general education program by contracting with a senior college or university for instructional services. The courses offered under contract are transferable to a senior college or university and usually consist of one to two years of general education.

3. Developmental Programs

The purpose of developmental programs in the Community College System is to provide specialized courses for students who require additional skills in order to be successful in college transfer, technical or vocational programs. Individuals who desire to enter specific curricula but who are identified as deficient in prerequisites are guided into a program of study designed to increase their proficiency in English grammar and composition, mathematics, reading, communication skills or the physical and social sciences. Other courses, such as orientation to college, self-concept development, and human relations, are also taught to help the student to become more knowledgeable about college life, himself and others.

Specifically, developmental programs have been designed to:

Provide a means for a realistic open-door admissions policy.

Provide students an opportunity to make realistic self-evaluations.

Prepare students who lack basic skills for success in their chosen curriculum programs.

Raise the educational level of culturally deprived or other disadvantaged students.

Provide an education program appropriate to the needs and abilities of all students.

Developmental programs are implemented in the institutions by the use of several instructional methods and program techniques. These programs are offered through classroom experiences and Learning Resource Centers. The Centers offer programmed instruction, which presents the material to be learned in small sequential steps and moves gradually from the basic and easily learned knowledge to the more difficult. Using programmed materials, a student can progress at his own rate according to his available time, interests and abilities.

In some developmental programs, students are placed in a pre-technical or pre-vocational curriculum in order to obtain the desired skills and understandings necessary for entry into regular curriculum programs. This approach combines academic courses and laboratory-shop instruction to provide students with integrated theory procedures and practical applicatory understanding of the subject matter.

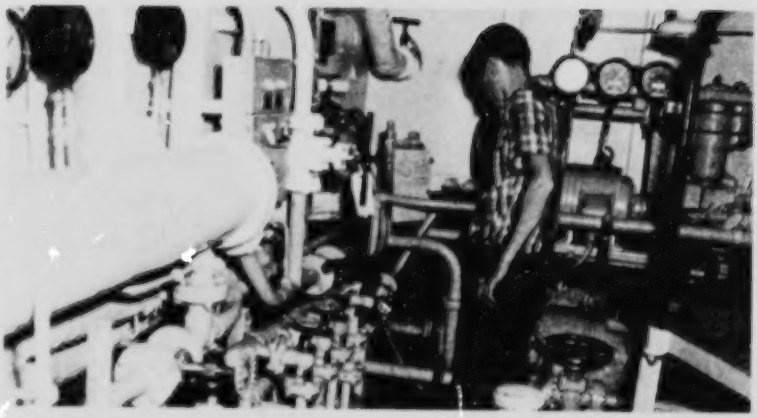
B. CONTINUING EDUCATION

Programs in continuing education are noteworthy for their flexibility and comprehensiveness. They are designed to provide adults with life-long learning opportunities. As such, they are structured to cover the total learning needs of adults as individuals, as members of society, and as members of the work force. The educational opportunities available through continuing education programs include, but are not limited to, specific job training and retraining, literacy education, and the improved use of leisure time. The structure for offering continuing education programs is given below:

1. Industrial Services

The Industrial Services program is a specialized area of continuing education, with a primary focus on new and expanding industries. The objective is to provide specially tailored classes which teach special skills and knowledges for industrial processes which are new to the community. Training opportunities are continually provided through the Industrial Services Division also for all management positions in industry.

The Apprenticeship Training program, three to five years in length, cooperates with the Department of Labor to train students on the job as they take a minimum of 144 clock hours of related instruction each year.



The Human Resources Development program (HRD) is a program of concentrated recruitment, counseling, placement and follow-up directed toward the unemployed and the underemployed. The HRD training process, an eight-week cycle, has components which include adult basic education and self-awareness training.

2. Specialty Education Programs

Specialty Education programs were initiated in 1965 in order to accommodate the large demand for specialized training in common fields. Examples include:

a. Ambulance Attendant Training
b. Electric Lineman Safety Training
c. Fire Service Training (both inservice education and teacher training)
d. Fishery Occupations Training
e. Hospitality Education Program
f. Telephone Safety Training
g. Law Enforcement Training

3. General Adult Education Programs

General Adult Education programs provide opportunities for the mature student to acquire greater understanding of his social, physical, and economic environments, his culture, and to practice his skills in the arts and crafts. The General Adult Education program includes:

a. Adult Basic Education
b. Education and Training in Correctional Institutions
c. The Adult High School Diploma Program
d. General Education Development Program
e. Driver Education
f. Occupational Extension

4. The Comprehensive Employment Training Act

The Comprehensive Employment Training Act (CETA) recognizes the need for training and retraining the unemployed or underemployed or those people who have lost their jobs because of technological and social changes, and who must face new careers in perhaps entirely new occupations. The institutions cooperate with the State Employment Security Commission, the State Board of Education, and the Manpower Council in identifying occupational problems in order to alleviate unemployment problems.

C. SPECIAL PROJECTS

1. The Appalachian Consortium Special Development Project

This group of 14 institutions was united by a special Title III research grant intended to explore ways to improve all aspects of institutional programs. The Consortium was funded for five years, and during 1975-76 continued to operate without federal funding.

The Consortium developed research instruments in four different areas: (a) a high school image study, (b) an alumni study of graduates; (c) an attrition study of drop-outs; and (d) a business-industry survey.

The activities of the Consortium have been coordinated by Appalachian State University and Western Carolina University.

Participating institutions include: Asheville-Buncombe Technical Institute, Blue Ridge Technical Institute, Caldwell Community College and Technical Institute, Catawba Valley Technical Institute, Forsyth Technical Institute, Haywood Technical Institute, Isothermal Community College, Mayland Technical Institute, McDowell Technical Institute, Southwestern Technical Institute, Surry Community College, Tri-County Technical Institute, Western Piedmont Community College and Wilkes Community College.

Activities of the Consortium are being carried out by several task forces, with seminars and workshops being funded by outside sources, and individual institutions providing their own travel.

Task forces include: Staff Development, Long Range Planning, Curriculum Planning, Public Relations and Student Services.

2. Adult Basic Education Consortium

The purpose of the Adult Basic Education Consortium Project, begun August, 1973, is to provide opportunities for professional development to the teachers and administrators of the adult basic education and adult education programs in the state's Community College System. These opportunities consist of courses conducted on and off the university and community college campuses. Credit courses offered are at the graduate level, with additional in-service training provided in work-shops and seminars.

The State Board of Education agreed to fund one professional position at each of the four participating institutions: East Carolina University, North Carolina A & T University, Appalachian State University, and North Carolina State University. With each position goes necessary funding for travel and administration, including funds for a half-time secretary.

The overriding objective of the Consortium is to further professionalize the field of adult learning and adult education program administration. During the 1974-76 year, 888 enrollees participated in sixty-eight credit courses on and off-campus; 3,368 participated in 111 in-service workshops, and 217 consultative visits to institutions were made.

3. The University of North Carolina Cooperative Planning Consortium of Special Education Programs

This Consortium consists of higher education institutions offering training programs in North Carolina for working with handicapped children. The purpose is to increase and improve the number of personnel available to work with such children. To that end the Consortium acts as a medium between educators and state government officials to coordinate resources, new program development, program evaluation, and to disseminate information.

4. The Central Piedmont Consortium

The Central Piedmont Consortium, consisting of ten institutions, is committed to identifying and solving problems. Organized in 1970, the early years dealt primarily with new employee orientation, in-service education, speakers for students, and program accreditation efforts. In recent months members of the Consortium met with officials from the Consolidated University of North Carolina in order to promote closer communications on such issues as 1) transfer of students and 2) the delineation of extension activities.

5. The Consortium for Sharing Instructional Materials

In late January, 1975 a state wide community college consortium was initiated in order to improve instruction in the Community College System through the sharing of instructional materials. Since that time a clearinghouse, administered by a part-time secretary, has been established to implement this purpose. The project is being funded on a two-year basis by the Occupational Research Unit.

The clearinghouse began operation in March, 1976 with the dissemination of 27 entries in the *Consortium Connection* (the CSIM Newsletter). In a three-month period, a second newsletter was distributed with 129 entries, evidence that member institutions accept the Consortium, as they enthusiastically share instructional ideas and materials.

The Consortium is enjoying an excellent rate of growth and contributes substantially to the improvement of instructional programs in the Community College System. At the organizational meeting in September, 1975, fifteen institutions were represented. The membership now has grown to 43 community colleges and technical institutes in North Carolina.

6. Community College Intern Program

The Community College Intern Program, offered in cooperation with the Department of Adult and Community College Education at North Carolina State University, prepares people for the special leadership and administrative qualities needed by the community colleges and technical institutes of the state.

Those applicants who become interns are awarded a stipend for a maximum of two years. They engage in a program which includes an interdisciplinary plan of graduate study leading to the Doctor of Education Degree. A minor is undertaken in a supporting field such as politics or sociology. Interns also complete a practicum in one of the 57 institutions or the Department of Community Colleges in order to gain practical experience. They design and conduct a research project related to administration in the North Carolina Community College System.

To date, almost 100 persons have graduated from the Intern Program. Over 85 per cent have been placed in administrative positions in the community colleges and technical institutes of the state.

7. The Community College Review

The *Community College Review* is a professional journal funded jointly by the North Carolina State Board of Education and North Carolina State University.

This quarterly publication now has 3,000 subscriptions from all fifty states and from several foreign countries. The *Review* is directed toward scholarship, debate, readability, and liveliness.

8. Occupational Education Research

The Occupational Research Unit of the North Carolina Department of Public Education provides research services in occupational education to the Department of Community Colleges. Specific assistance is provided by:

a. Identifying research needs and developing research priorities in occupational education;
b. Assisting in developing the *State Plan for Occupational Education*;
c. Planning research in occupational education;
d. Conducting research in occupational education;
e. Reporting results of research to occupational educators in easily usable form;

f. Writing project proposals;
g. Conducting inservice education for researchers;
h. Evaluating instructional programs;
i. Reviewing and recommending research projects for funding;
j. Conducting selected research projects.

During 1976, eight research projects were in operation. Nineteen projects have been completed since 1971.

Research priority areas which have been identified recently include articulation, instructional methodology, curriculum development, staff development, and assessment and evaluation.

9. Visiting Artist Program

The Visiting Artist Program is jointly sponsored by the Department of Community Colleges and the North Carolina Arts Council. The purposes of the program are: (a) to bring to communities and individuals art and cultural experiences, and (b) to make art more personal to individuals by helping them understand its relevance to their lives.

This program, which began in 1971, has expanded significantly. For the academic year 1975-76, over 400 applications were sent in from all over the nation. There are currently over 40 institutions employing visiting artists, which include sculptors, painters, dramatists, and musicians.

IV. Financial, Enrollment, and Space Utilization Data

A. FINANCIAL DATA

Financial support for institutions in the Community College System is provided as follows:

STATE—Funds for equipment and library books are provided by the state. Matching funds for capital or permanent improvements may be provided by the state to community colleges and technical institutes. Additional capital funds may also be provided to qualifying institutions through several federal acts. Salaries and travel of administrative and instructional personnel and the cost of supplies and materials are paid by the state. The average annual instructional unit salary paid in 1975-76 was $14,707. State and federal expense per full-time equivalent student was $827.

LOCAL—Beyond any assistance which may be provided by the state and federal governments, acquisition of land and erection of buildings is a local responsibility. Current expense involved in the operation and maintenance of the plant is also a local responsibility. Local funds may also be used to supplement any state budget item. Local expense per full-time equivalent student for 1975-76 was approximately $126.

STUDENTS—Students (including curriculum and extension) bear about nine percent of the cost of operation. For students (in-state) in full-time programs, this amounted to $33 per quarter for tuition charges. Tuition is higher for out-of-state students. The distribution of operating costs is shared approximately as follows: state and federal 79%, local 12%, and students 9%. Institutional student receipts per FTE for 1975-76 were $95.52.

There are a number of student financial aid programs available at the community colleges and technical institutions enabling many students to meet their educational expenses. Individual programs available are as follows:

1. The Work-Study Program under the Vocational Education Act of 1963, as amended in 1968, was the first financial aid program inaugurated. Federal funds in the amount of $185,707 were allocated to the institutions in the Community College System for the academic year 1975-76. The local institutions were required to furnish an additional

$46,427 as their 20% share, since this program is awarded on an 80% federal—20% local formula. This program provided jobs for 433 students.

2. The College Work-Study Program is offered in 55 institutions. The federal government allocated $1,093,524 in 1974-75 for this program. These funds, matched on an 80-20% federal-local basis, provided jobs for 2,561 students.
3. The National Direct Student Loan Program is available at some institutions. Funds in the amount of $223,269 were loaned to 653 students under this program in 1974-75.
4. The Basic Educational Opportunity Grant Program makes funds available to students who have a demonstrated financial need. The amount of the grant cannot be for more than an amount equal to one-half of the student's financial need. In 1974-75, 4,893 students received grants for the amount of $2,713,833 under this program.
5. The Supplemental Educational Opportunity Grant Program provides students from low-income families with grants up to $1,000 to meet their educational expenses. These grants must be matched by other forms of financial aid and cannot amount to more than 50% of the cost of attending the institution. For the academic year 1974-75, the institutions were allocated $185,702 to meet the needs of 536 students under this program.
6. The College Foundation, Inc., a private, nonprofit corporation, administers two student loan programs which are available to students attending community colleges and technical institutes: the North Carolina Insured Student Loan Program and the James E. and Mary Z. Bryan Foundation Student Loan Plan. The Foundation has been making low-interest, long-term loans to students since 1963. Loans in the amount of $351,000 were made to 338 students in 1975-76.
7. The Vocational-Technical Student Loan Program is provided by the Department of Community Colleges. Small loans up to $300 are made to students who are enrolled in vocational and technical programs. At the present time, there are 227 loans outstanding in this program and 15 loans were processed in 1974-75.
8. The Department of Veterans' Affairs will provide financial assistance to students enrolled in community colleges who are children of disabled or deceased veterans. These scholar-

ships vary from tuition only to tuition and an allowance for room, board, and activity fees.

9. Local funds for part-time employment have been budgeted for students in the institutions, and well over 800 students have obtained jobs under this program. This part-time employment has made it possible for many students to obtain an education.
10. Local scholarships were awarded to over 879 students during the academic year 1974-75.
11. Various veterans' programs provide educational benefits to eligible veterans. In the spring quarter of 1976, there were 30,956 veterans receiving benefits in community colleges and technical institutes.
12. The North Carolina State Incentive Grants are available to those students who have substantial financial need. The amount of each grant will be based on the individual student's demonstrated financial need in relation to resources and cost of education but may not exceed one-half of unmet need of $1,500 per academic year, whichever is less. In 1975-76, 63 grants in the amount of $49,600 were awarded to students in the Community College System.

1. CURRENT EXPENSE BY INSTITUTION, 1970-71* THROUGH 1975-76

The following table shows by institution the current expense funds provided from 1970-71 through 1975-76. Current expense funds are derived from state and federal appropriations and from student tuition fees. The table shows over $103,010,000 in current expenditures for the 57 institutions in operation in 1975-76.**

Institution	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
Anson T. I.	$ 214,894	$ 235,432	$ 377,410	$ 423,795	$ 824,632	$ 822,247
Asheville-Buncombe T. I.	1,181,235	1,392,848	1,673,174	2,014,962	2,284,830	2,276,165
Beaufort County T. I.	625,286	989,191	991,308	1,148,391	1,436,724	1,427,937
Bladen T. I.	327,544	375,397	410,736	529,827	749,212	727,728
Blue Ridge T. I.	231,218	423,590	449,590	803,716	1,070,924	1,096,453
Caldwell C. C. & T. I.	885,535	1,077,868	1,139,464	1,451,765	1,718,770	1,827,343
Cape Fear T. I.	1,341,797	1,630,216	1,982,396	2,442,409	2,878,807	2,724,622
Carteret T. I.	389,725	596,966	627,751	866,300	1,152,610	1,173,258
Catawba Valley, T. I.	1,239,016	1,405,632	1,623,557	1,909,596	2,119,889	2,135,864
Central Carolina T. I.	620,851	866,918	1,004,812	1,563,687	1,963,524	2,300,866
Central Piedmont C. C.	4,242,510	5,963,505	6,827,029	8,327,389	9,355,462	10,112,825
Cleveland County T. I.	398,888	511,873	586,228	806,493	1,386,159	1,743,616
Coastal Carolina C. C.	909,793	1,232,777	1,615,334	2,074,642	2,128,027	2,163,851
College of the Albemarle	914,785	1,002,048	1,127,600	1,412,257	1,618,637	1,445,566
Craven C. C.	550,941	701,300	828,340	1,251,891	1,532,044	1,408,112
Davidson County C. C.	1,064,543	1,278,213	1,542,189	1,816,271	2,166,964	2,021,849
Durham T. I.	876,411	1,063,879	1,308,991	1,724,487	1,923,703	2,141,066
Edgecombe T. I.	358,544	397,792	604,978	847,866	1,098,100	1,180,805
Fayetteville T. I.	1,340,817	1,487,601	1,625,579	2,278,195	3,834,312	4,104,925
Forsyth T. I.	1,287,637	1,396,537	1,645,766	2,184,111	2,752,048	2,790,727
Gaston College	1,545,419	1,852,035	2,042,556	2,533,483	2,826,297	2,733,238
Guilford T. I.	961,278	1,524,926	2,029,272	2,783,899	3,360,694	3,327,917
Halifax County T. I.	416,200	620,486	745,976	934,524	1,111,425	1,125,554
Haywood T. I.	522,242	572,242	708,095	1,094,156	1,335,894	1,416,101
Isothermal C. C.	648,862	722,149	818,926	1,009,488	1,119,229	1,180,004
James Sprunt Institute	431,259	587,916	697,199	962,816	1,354,575	1,215,153
Johnston T. I.	396,157	681,164	899,158	1,133,666	1,775,276	1,726,752
Lenoir C. C.	1,399,601	1,580,496	2,023,725	2,499,800	2,839,230	2,602,879
Martin T. I.	335,364	517,670	579,458	793,728	933,119	891,541
Mayland T. I.		110,720	242,304	653,248	825,415	885,933

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1. CURRENT EXPENSE BY INSTITUTION, 1970-71* THROUGH 1975-76

Institution	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
McDowell T. I.*	316,623	400,484	414,504	533,023	598,450	563,191
Mitchell C. C.				851,641	1,284,160	1,364,578
Montgomery T. I.	247,732	284,912	280,137	423,418	678,018	713,151
Nash T. I.	392,714	423,376	421,327	649,484	902,304	1,169,206
Pamlico T. I.	236,003	242,958	275,965	372,448	421,583	441,120
Piedmont T. I.	204,165	380,747	640,543	914,788	1,227,052	1,245,103
Pitt T. I.	867,898	1,076,616	1,336,188	1,660,019	2,061,022	1,924,468
Randolph T. I.	533,996	652,428	730,790	905,816	1,102,530	1,149,839
Richmond T. I.	624,386	803,995	948,211	1,134,044	1,452,185	1,462,477
Roanoke-Chowan T. I.	317,794	471,109	574,330	805,156	1,070,749	1,111,104
Robeson T. I.	492,277	559,761	788,351	1,418,793	1,624,346	1,517,418
Rockingham C. C.	1,143,508	1,310,157	1,378,535	1,629,638	1,926,692	1,739,992
Rowan T. I.	777,787	859,146	1,081,998	1,279,165	1,795,531	1,855,783
Sampson T. I.	407,741	489,232	631,146	824,209	1,074,538	1,122,591
Sandhills C. C.	1,131,852	1,471,824	1,571,480	1,989,670	2,438,640	2,433,753
Southeastern C. C.	1,035,253	1,314,256	1,509,085	1,760,108	1,958,836	1,860,139
Southwestern T. I.	474,091	613,098	727,380	937,737	1,160,711	1,225,394
Stanly T. I.		111,597	414,373	717,595	1,157,922	1,221,979
Surry C. C.	739,721	797,377	947,415	1,253,103	1,459,926	1,633,707
T. I. of Alamance	958,070	1,088,183	1,302,565	1,582,092	1,776,216	1,744,723
Tri-County T. I.	320,380	522,226	682,783	1,125,413	814,973	875,970
Vance-Granville T. I.	202,326	377,228	453,283	715,313	1,105,533	1,372,044
Wake T. I.	1,127,795	1,324,335	1,266,015	1,874,657	2,263,576	2,267,548
Wayne C. C.	1,377,749	1,682,240	1,868,919	2,541,893	2,852,707	2,817,844
Western Piedmont C. C.	977,773	1,106,078	1,254,188	1,566,661	1,887,269	1,831,223
Wilkes C. C.	881,996	1,102,174	1,256,398	1,808,941	1,996,482	2,122,409
Wilson County T. I.	834,864	890,467	1,061,166	1,433,109	1,765,926	1,689,816
TOTAL	$42,282,846	$53,155,391	$62,595,976	$82,984,792	$101,335,983	$103,207,527

* Figures for 1965-69 appear in earlier Biennial Reports published by and available from the North Carolina Department of Community Colleges, Education Building, Raleigh, N. C. 27611.

** Includes general administration, curriculum instructional services, extension instructional services, and other related costs from state and federal funds; also includes institutional receipts deposited to state treasurer.

2. LOCAL CURRENT BUDGET, 1970-71* THROUGH 1975-76

Local institutional current budget consists of funds expended for operation and maintenance of plant plus any local funds voluntarily made available to supplement other budget items. The following table shows local current budget by institution from 1970-71 through 1975-76. Local funds budgeted for 1975-76 amounted to $13,853,694.

Institution	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
Anson T. I.	$ 48,136	$ 30,254	$ 30,000	$ 35,000	$ 39,417	$ 48,057
Asheville-Buncombe T. I.	163,345	209,420	224,684	288,305	348,181	391,842
Beaufort County T. I.	55,242	65,820	65,257	81,071	105,159	151,165
Bladen T. I.	27,086	36,400	46,400	59,119	61,519	83,000
Blue Ridge T. I.	27,960	32,856	39,767	68,001	123,909	172,439
Caldwell C. C. & T. I.	128,985	139,177	163,194	182,600	236,482	224,994
Cape Fear T. I.	57,675	68,052	87,194	96,239	114,031	147,275
Carteret T. I.	22,950	41,560	74,200	91,704	115,864	128,140
Catawba T. I.	195,207	233,760	246,244	255,289	275,000	350,000
Central Carolina T. I.	63,964	75,000	82,500	95,249	113,565	164,133
Central Piedmont C. C.	917,353	1,143,955	1,334,630	1,495,290	1,650,147	1,911,786
Cleveland County T. I.	32,682	39,732	56,917	54,450	95,000	139,643
Coastal Carolina C. C.	86,694	92,969	108,496	145,023	169,606	239,427
College of the Albemarle	130,655	91,694	111,132	183,124	95,245	122,700
Craven C. C.	64,865	96,315	175,200	125,506	160,169	252,485
Davidson County C. C.	82,900	105,624	131,755	153,449	220,861	247,961
Durham T. I.	70,575	85,292	122,529	136,600	135,950	209,558
Edgecombe T. I.	35,140	64,182	104,605	100,835	115,391	134,400
Fayetteville T. I.	210,110	311,555	343,533	421,322	488,103	605,365
Forsyth T. I.	225,593	201,737	214,030	266,950	304,030	329,000
Gaston College	301,390	331,963	314,250	387,554	412,893	498,134
Guilford T. I.	299,300	341,300	419,000	513,000	702,950	811,600
Halifax County T. I.	40,000	42,000	42,665	49,269	60,000	66,000
Haywood T. I.	35,202	64,704	200,122	201,443	176,032	203,229
Isothermal C. C.	82,334	114,639	139,679	157,450	171,018	254,584

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Institution	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
James Sprunt Institute	33,624	44,189	63,973	70,620	94,241	137,601
Johnston T. I.	34,517	43,457	47,431	51,436	76,877	87,352
Lenoir C. C.	129,431	154,831	162,431	178,202	221,855	235,538
Martin T. I.	99,616	66,347	76,842	93,100	111,526	166,699
Mayland T. I.		26,000	43,637	44,351	60,000	66,000
McDowell T. I.	24,388	20,412	23,121	30,635	50,228	74,466
Mitchell C. C.				90,000	119,506	171,873
Montgomery T. I.	17,383	19,109	29,793	33,300	38,888	42,674
Nash T. I.	30,215	34,575	39,850	47,970	53,150	132,280
Pamlico T. I.	14,044	18,181	24,945	26,000	20,755	26,902
Piedmont T. I.	30,750	67,875	77,267	91,750	109,950	129,030
Pitt T. I.	117,809	129,388	108,955	125,584	152,123	193,490
Randolph T. I.	72,862	57,718	63,068	71,227	87,429	99,510
Richmond T. I.	60,106	103,060	113,084	119,159	123,351	135,351
Roanoke-Chowan T. I.	34,635	35,415	40,782	53,391	64,728	126,080
Robeson T. I.	43,228	66,919	83,654	156,614	169,593	171,014
Rockingham C. C.	299,460	327,250	352,596	399,057	518,420	500,162
Rowan T. I.	87,711	106,426	219,997	243,238	170,174	220,514
Sampson T. I.	21,109	22,423	23,658	38,035	51,318	76,007
Sandhills C. C.	122,826	145,477	174,659	212,150	203,700	243,725
Southeastern C. C.	108,014	145,573	166,930	190,155	209,973	263,350
Southwestern T. I.	32,531	39,730	45,568	58,009	89,212	106,912
Stanly T. I.		17,900	42,900	52,900	59,348	142,084
Surry C. C.	92,525	116,542	130,400	142,546	167,731	198,618
T. I. of Alamance	67,902	96,934	112,571	113,573	136,055	236,897
Tri-County T. I.	14,150	15,880	20,993	34,169	45,216	55,999
Vance-Granville T. I.	43,141	61,350	67,650	75,910	115,621	194,589
Wake T. I.	241,500	346,950	456,600	535,000	610,000	735,000
Wayne C. C.	121,160	173,500	211,700	236,296	271,200	347,987
Western Piedmont C. C.	132,325	160,088	173,490	203,395	225,418	246,185
Wilkes C. C.	139,145	132,945	135,500	168,957	213,883	187,196
Wilson County T. I.	108,278	129,400	147,469	159,870	188,444	215,692
TOTAL	$ 5,779,728	$ 6,985,804	$ 8,359,497	$ 9,790,441	$11,320,435	$13,853,694

* Figures for 1965-69 appear in earlier Biennial Reports published by the North Carolina Department of Community Colleges.

3. INSTITUTIONAL RECEIPTS*, 1963-64 THROUGH 1975-76

Student tuition and other fees collected by the institutions and deposited with the State Treasurer for 1963-64 through 1973-74 are shown in the following table. These receipts are deposited to the state and serve to reduce the General Fund appropriation required for the operation of institutions.

YEAR	AMOUNT
1963-64	$ 366,958
1964-65	587,047
1965-66	1,161,722
1966-67	1,658,882
1967-68	2,079,627
1968-69	2,593,321
1969-70	2,974,932
1970-71	3,830,983
1971-72	4,462,888
1972-73	5,083,180
1973-74	6,235,384
1974-75	8,571,274
1975-76	10,158,747

* Receipts from student tuition and other fees deposited with the State Treasurer.

4. DEPARTMENT OF COMMUNITY COLLEGES CAPITAL FUNDS EXPENDED OR OBLIGATED, JUNE 30, 1976

The following table shows local, state, vocational education and other capital funds expended from 1959 through June, 1976. The table shows the amount and percent of each type of funds expended by institution. Through June, 1976, over $212 million in capital funds were expended.

Institution	LOCAL		STATE		VO-ED		OTHER FEDERAL		TOTAL
	Dollars	%	Dollars	%	Dollars	%	Dollars	%	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Anson T.I.	$ 1,451,299	66	$ 500,000	23	$ 247,500	11	$ -0-	-0-	$ 2,198,799
Asheville-Buncombe T.I.	1,344,758	31	566,390	13	500,000	12	1,924,758	44	4,335,906
Beaufort County T.I.	555,885	36	150,465	10	405,420	26	444,025	28	1,555,795
Bladen T.I.	701,000	37	500,000	27	167,017	9	508,691	27	1,876,708
Blue Ridge T.I.	738,137	29	581,504	23	100,000	4	1,130,000	44	2,549,641
Caldwell C.C. & T.I.	1,406,802	41	500,000	14	500,000	14	1,063,566	31	3,470,368
Cape Fear T.I.	4,428,724	75	961,206	16	500,000	9	-0-	-0-	5,889,930
Carteret T.I.	500,000	24	500,000	24	-0-	-0-	1,114,800	52	2,114,800
Catawba Valley T.I.	3,495,376	68	1,184,960	23	162,681	3	285,144	6	5,128,161
Central Carolina T.I.	1,180,212	58	641,998	31	215,000	11	-0-	-0-	2,037,210
Central Piedmont C.C.	12,970,549	58	5,383,982	24	-0-	-0-	4,088,079	18	22,442,610
Cleveland County T.I.	950,000	52	636,904	35	247,500	13	-0-	-0-	1,834,404
Coastal Carolina C.C.	2,455,984	49	1,622,838	33	500,000	10	414,743	8	4,993,565
College of Albemarle	990,032	41	682,340	28	-0-	-0-	742,200	31	2,414,572
Craven C.C.	1,079,352	45	849,352	36	230,000	10	218,559	9	2,377,263
Davidson County C.C.	2,079,369	44	1,560,084	33	-0-	-0-	1,056,856	23	4,696,309
Durham T.I.	1,702,578	50	1,073,624	32	500,000	15	95,534	3	3,371,736
Edgecombe County T.I.	1,111,507	47	635,035	27	482,500	20	139,000	6	2,368,042
Fayetteville T.I.	5,076,691	65	1,365,274	18	500,000	6	874,369	11	7,816,334
Forsyth T.I.	2,135,320	44	1,277,762	26	500,000	10	1,000,000	20	4,913,082
Gaston College	3,750,032	57	1,308,392	20	500,000	8	1,060,887	16	6,619,311
Guilford T.I.	5,002,374	62	2,092,838	26	500,000	6	468,543	6	8,063,755
Halifax County T.I.	1,028,442	44	528,442	22	500,000	21	300,000	13	2,356,884
Haywood T.I.	1,147,408	44	500,000	19	250,000	9	722,000	28	2,619,408
Isothermal C.C.	2,527,663	55	500,000	11	500,000	11	1,063,118	23	4,590,781

(Continued next page)

4. DEPARTMENT OF COMMUNITY COLLEGES CAPITAL FUNDS EXPENDED OR OBLIGATED, JUNE 30, 1976

Institution	LOCAL		STATE		VO-ED		OTHER FEDERAL		TOTAL
	Dollars	%	Dollars	%	Dollars	%	Dollars	%	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
James Sprunt Institute	1,127,813	49	500,000	21	500,000	21	214,500	9	2,342,313
Johnston T.I.	1,310,000	45	610,000	21	500,000	17	482,000	17	2,902,000
Lenoir C.C.	2,176,094	47	806,366	18	500,000	11	1,087,439	24	4,569,899
Martin T.I.	1,848,435	64	639,240	22	300,000	10	100,000	4	2,887,675
Mayland T.I.	311,359	19	285,091	18	250,000	16	750,000	47	1,596,450
McDowell T.I.	578,301	30	373,665	19	204,636	11	785,000	40	1,941,602
Mitchell C.C.	2,962,587	86	-0-	-0-	500,000	14	-0-	-0-	3,462,587
Montgomery T.I.	1,106,575	64	632,022	36	-0-	-0-	-0-	-0-	1,738,597
Nash T.I.	1,107,985	48	500,000	22	500,000	22	202,000	8	2,309,985
Pamlico T.I.	259,933	17	259,864	17	-0-	-0-	1,036,000	66	1,555,797
Piedmont T.I.	2,577,025	75	870,172	25	-0-	-0-	-0-	-0-	3,447,197
Pitt T.I.	1,201,902	44	691,614	25	500,000	18	324,000	12	2,717,516
Randolph T.I.	616,111	50	399,010	32	217,101	18	-0-	-0-	1,232,222
Richmond T.I.	929,973	50	555,511	30	50,000	3	323,056	17	1,858,540
Roanoke-Chowan T.I.	493,879	23	450,000	21	-0-	-0-	1,200,000	56	2,143,879
Robeson T.I.	1,000,000	33	500,000	17	500,000	17	984,000	33	2,984,000
Rockingham C.C.	2,891,638	53	1,121,632	21	-0-	-0-	1,449,154	26	5,462,424
Rowan T.I.	3,453,954	76	763,802	17	330,096	7	-0-	-0-	4,547,852
Sampson T.I.	1,000,000	50	500,000	25	500,000	25	-0-	-0-	2,000,000
Sandhills C.C.	2,559,387	56	1,105,308	24	-0-	-0-	882,821	20	4,547,516
Southeastern C.C.	1,292,913	35	1,289,546	35	-0-	-0-	1,140,187	30	3,722,646
Southwestern T.I.	630,959	28	627,257	28	-0-	-0-	967,919	44	2,226,135
Stanly T.I.	817,496	56	632,022	44	-0-	-0-	-0-	-0-	1,449,518
Surry C.C.	1,535,541	44	658,962	19	-0-	-0-	1,292,509	37	3,487,012
T.I. of Alamance	4,625,611	72	1,142,352	18	500,000	8	122,034	2	6,389,997
Tri-County T.I.	547,468	26	522,468	25	25,000	1	1,015,200	48	2,110,136
Vance-Granville T.I.	2,914,000	70	500,000	12	500,000	12	250,000	6	4,164,000
Wake T.I.	4,618,418	72	1,191,494	18	500,000	8	128,800	2	6,438,712
Wayne C.C.	1,439,071	48	1,103,756	37	260,000	9	192,000	6	2,994,827
Western Piedmont C.C.	1,250,808	34	500,000	13	500,000	13	1,456,385	40	3,707,193
Wilkes C.C.	1,375,000	34	500,000	12	500,000	12	1,675,974	42	4,050,974
Wilson County T.I.	1,081,243	43	813,110	33	95,000	4	510,000	20	2,499,353
TOTAL	$111,450,973	53	$ 47,147,654	22	$ 16,239,451	7	$ 37,285,850	18	$212,123,928

5. MAJOR EQUIPMENT INVENTORY THROUGH JUNE 30, 1976*

This table shows by institution the expenditures for major equipment inventory as of June 30, 1976. The inventory value of equipment was in five major areas; namely, general, adult, college transfer, occupational, and specialty education. The major portion of equipment is in the occupational education area, amounting to over $30 million. The total major equipment inventory for all institutions as of June 30, 1976 was $47,105,764.

Institution	General	College Transfer	Occupational Education	Adult Education	Special Education	Total
Anson T.I.	$ 82,472		$ 193,479	$ 2,584	$ 559	$ 279,084
Asheville-Buncombe T.I.	259,327		1,183,617	21,301	27,597	1,491,852
Beaufort County T.I.	165,060		486,938	8,759	5,155	665,912
Bladen T.I.	64,388		236,567	4,337	2,394	307,686
Blue Ridge T.I.	120,516		247,313	11,477		379,306
Caldwell C.C. & T.I.	310,754	$ 49,947	432,010	11,105	15,187	818,903
Cape Fear T.I.	244,850		1,150,458	33,866	21,072	1,416,380
Carteret T.I.	142,388		268,589	11,947	6,800	429,724
Catawba Valley T.I.	441,806		791,601	16,575	21,322	1,271,304
Central Carolina T.I.	247,158		584,513	14,053	13,622	829,346
Central Piedmont C.C.	1,114,296	360,293	1,925,902	31,099	49,066	3,480,656
Cleveland County T.I.	239,314		427,467	9,727	3,504	680,012
Coastal Carolina C.C.	241,337	80,143	544,972	3,880	10,719	881,051
College of Albemarle	187,997	102,430	420,595	20,904	12,124	744,050
Craven C.C.	192,153	16,140	343,320	5,001	9,975	566,589
Davidson County C.C.	251,481	170,821	482,545	28,454	17,132	950,433
Durham T.I.	318,405		691,098	9,211	15,982	1,034,696
Edgecombe T.I.	168,281		328,731	7,397	4,044	508,453
Fayetteville T.I.	417,796		1,272,387	24,065	20,650	1,734,898
Forsyth T.I.	348,646		1,117,054	20,445	20,243	1,506,388
Gaston College	426,382	157,887	642,202	19,699	31,723	1,277,893
Guilford T.I.	729,677		940,193	40,759	16,432	1,727,061
Halifax County T.I.	119,032		254,858	10,596	7,631	392,117
Haywood T.I.	145,236		675,241	12,693	5,982	839,152
Isothermal C.C.	138,017	67,117	236,849	14,345	12,376	468,604
James Sprunt Institute	230,008		328,172	7,403	13,492	579,075
Johnston T.I.	185,950		248,360	5,796	343	440,449
Lenoir C.C.	412,003	181,418	779,515	31,776	12,131	1,416,843
Martin T.I.	143,514	76,426	218,130	1,928	2,535	442,533
Mayland T.I.	73,289		139,390	4,114	249	217,042

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5. MAJOR EQUIPMENT INVENTORY THROUGH JUNE 30, 1976* (cont'd)

Institution	General	College Transfer	Occupational Education	Adult Education	Specialty Education	Total
McDowell T.I.	114,046		108,043	3,378	2,852	228,319
Mitchell C.C.	68,382	18,803	271,440	1,918	5,692	366,235
Montgomery T.I.	44,492		177,465	6,825	2,266	231,448
Nash T.I.	134,417		222,821	5,849	3,951	367,038
Pamlico T.I.	44,827		113,202	3,312	2,512	163,853
Piedmont T.I.	126,693		198,279	13,344		338,316
Pitt T.I.	286,828		631,965	46,049	3,917	968,759
Randolph T.I.	163,190		467,296	13,019	20,990	664,495
Richmond T.I.	164,112		505,549	9,672	9,958	689,291
Roanoke-Chowan T.I.	217,687		245,024	9,901	3,602	476,214
Robeson T.I.	190,897		334,638	18,926	7,299	551,760
Rockingham C.C.	236,134	195,479	572,946	5,417	18,761	1,028,737
Rowan T.I.	291,686		747,141	11,049	8,185	1,058,061
Sampson T.I.	154,151		200,923	11,943	3,309	370,326
Sandhills C.C.	266,032	84,706	538,162	18,532	9,851	917,283
Southeastern C.C.	265,135	118,097	520,912	17,985	17,200	939,329
Southwestern T.I.	119,734		357,778	14,716	2,989	495,217
Stanly T.I.	84,871		259,278	3,592		347,741
Surry C.C.	163,832	108,847	406,467	18,863	10,944	708,953
T.I. of Alamance	402,597		837,659	24,324	20,539	1,285,119
Tri-County T.I.	81,373		192,554	5,408	2,549	281,884
Vance-Granville T.I.	153,386		231,669	1,315	155	386,525
Wake T.I.	424,862		1,005,796	13,097	13,540	1,457,295
Wayne C.C.	494,644	136,483	729,496	12,284	18,906	1,391,813
Western Piedmont C.C.	194,969	102,921	464,019	37,687	10,455	810,051
Wilkes C.C.	225,704	68,099	508,381	16,539	9,323	828,046
Wilson County T.I.	284,330		1,646,999	23,078	21,784	1,976,191
TOTAL	$13,560,544	$ 2,096,057	$30,087,968	$ 903,340	$ 457,855	$47,105,764

* Figures for earlier years appear in previous Biennial Reports published by the North Carolina Department of Community Colleges.

6. LIBRARY BOOK ACQUISITION THROUGH JUNE 30, 1976*

The following table shows the number of library books, estimated cost, and books per curriculum student for 1976 accessioned by the state. The period covered is from 1957 through June 30, 1976.

	Book Inventory	Estimated Cost @ $12.50 Per Volume	Books Per Curriculum FTE Student June 30, 1976
Anson T.I.	9,063	$ 91,625	18
Asheville-BuncombeT.I.	19,836	200,538	14
Beaufort County T.I.	9,619	97,246	12
Bladen T.I.	13,928	140,809	33
Blue Ridge T.I.	11,440	115,656	26
Caldwell C.C. & T.I.	18,872	190,792	15
Cape Fear T.I.	16,049	162,252	15
Carteret T.I.	12,744	128,839	15
Catawba Valley T.I.	19,553	197,697	12
Central Carolina T.I.	15,127	152,931	10
Central Piedmont C.C.	50,916	514,751	6
Cleveland County T.I.	15,005	151,701	10
Coastal Carolina C.C.	16,497	166,781	12
College of The Albemarle	16,872	170,572	20
Craven CC	15,107	152,729	15
Davidson County C.C.	25,318	255,962	16
Durham T.I.	14,461	146,198	9
Edgecombe T.I.	12,804	129,446	18
Fayetteville T.I.	20,008	202,277	7
Forsyth T.I.	19,760	199,770	10
Gaston College	22,230	224,741	10
Guilford T.I.	26,894	271,895	11
Halifax County T.I.	10,162	102,736	15
Haywood T.I.	15,201	153,679	15
Isothermal C.C.	24,826	250,986	29
James Sprunt Institute	14,096	142,508	22
Johnston T.I.	10,674	107,912	11
Lenoir C.C.	30,817	311,557	18
Martin T.I.	12,583	127,212	19
Mayland T.I.	5,337	53,956	9
McDowell T.I.	8,460	85,529	16
Mitchell C.C.	3,270	33,059	4
Montgomery T.I.	5,266	53,238	15
Nash T.I.	11,013	111,339	14
Pamlico T.I.	7,911	79,979	83
Piedmont T.I.	9,562	96,670	12
Pitt T.I.	18,755	189,609	14
Randolph T.I.	15,338	155,064	24
Richmond T.I.	21,391	216,259	26
Roanoke-Chowan T.I.	10,854	109,732	18
Robeson T.I.	19,318	195,301	16
Rockingham C.C.	24,470	247,387	23
Rowan T.I.	15,383	155,519	11
Sampson T.I.	10,582	106,982	15
Sandhills C.C.	27,213	275,118	17

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6. LIBRARY BOOK ACQUISITION THROUGH JUNE 30, 1976* (cont'd)

Institution	Book Inventory	Estimated Cost @ $12.50 Per Volume	Books Per Curriculum FTE Student June 30, 1976
Southeastern C.C.	30,857	$ 311,961	21
Southwestern T.I.	11,292	114,160	15
Stanly T.I.	6,585	66,573	14
Surry C.C.	27,406	277,069	24
T.I. of Alamance	21,370	216,046	18
Tri-County T.I.	8,813	89,098	16
Vance-Granville T.I.	9,609	97,145	14
Wake T.I.	18,925	191,328	12
Wayne C.C.	29,683	300,092	16
Western Piedmont C.C.	21,244	214,772	19
Wilkes C.C.	28,651	289,656	16
Wilson County T.I.	17,659	178,529	20
TOTAL	966,681	$9,772,968	14

* Figures for earlier years appear in previous Biennial Reports published by the North Carolina Department of Community Colleges.

7. ESTIMATE OF STATE EXPENDITURES FOR 1976-77 AND BUDGET REQUESTS FOR THE BIENNIUM 1977-79

An estimate of current expense and of equipment and library book expense for 1975-77, pending change budget requests for each year of the 1977-79 biennium, and the now pending capital improvement request are shown in the following table.

	Budget 1976-77	Request 1977-78	Request 1978-79	Total
Continuation Budget				
Current Expense	$127,037,823	$127,037,823	$127,037,823	$254,075,646
Book & Equipment	4,516,458	4,516,458	4,516,458	9,032,916
Sub-total		$131,554,281	$131,554,281	$263,108,562
Expansion Budget				
Current expense		46,648,050	74,813,720	121,461,770
Book & Equipment		7,468,229	5,260,194	12,728,423
Sub-Total		54,116,279	80,073,914	134,190,193
Construction	1,600,000	13,454,710	13,454,710	26,909,420
Total	$133,154,281	$199,125,270	$225,082,905	$424,208,175

8. STATISTICAL SUMMARY
of
FINANCIAL DATA*

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
Total Current Expense	$ 50,828,124	$ 59,971,508	$ 68,445,014	$ 87,042,875	$107,435,680	$109,110,936
Less: Student Recepits	3,830,983	4,510,813	5,083,180	6,235,384	8,571,274	10,158,747
Less: Other Receipts	30,190	231,768	128,284	156,933	138,288	381,953
Less: Federal Receipts	5,297,544	5,551,680	6,621,666	2,635,113	4,793,423	5,205,002
State Appropriation	$ 41,669,407	$ 49,677,247	$ 56,611,884	$ 78,015,445	$ 93,932,695	$ 93,365,234
Local Current Expenditures	$ 5,779,728	$ 6,985,804	$ 8,359,497	$ 9,790,441	$ 11,320,453	$ 13,853,694

Number and estimated cost of library books (state funds) Through June 30, 1976

(1) Number of books	966,681
(2) Total estimated cost of books	$ 9,772,968
(3) Books per curr. FTE students (Average)	13.9

Equipment Inventory (State funds) through June 30, 1976

(1) General	$ 13,560,544
(2) Adult Education	903,340
(3) College Transfer	2,096,057
(4) Occupational Education	30,087,968
(5) Specialty Education	457,855
	$ 47,105,764

Construction Costs through June 30, 1976

	Dollars	%
(1) Local	$ 111,450,973	53
(2) State	47,147,654	22
(3) Vocational Education	16,239,451	7
(4) Other	37,285,850	18
	$ 212,123,928	100

* Figures for 1965-69 appear in earlier Biennial Reports published by the North Carolina Department of Community Colleges.

B. STUDENT ENROLLMENT DATA

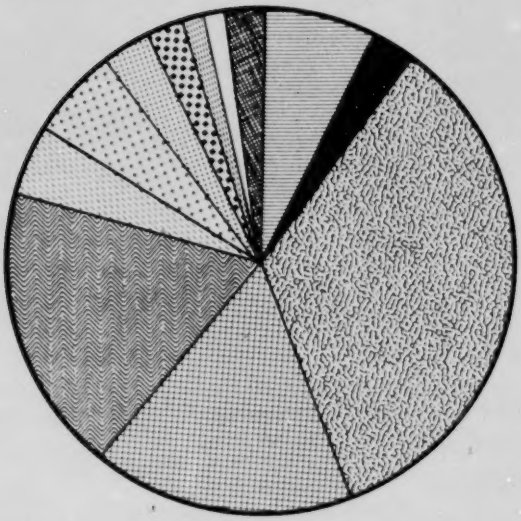
Definition of terms.

The full-time equivalent (FTE) system was the means developed to standardize reporting. One FTE is an enrollment of sixteen hours per week for forty-four weeks (a full four-quarter year). Because, however, so many students attend classes on a part-time basis, it is necessary to equate them to full-time students. It takes two or more part-time students to equal the amount of time that one full-time student spends in class.

Unduplicated headcount is the number of individuals enrolled in each curriculum or extension program. A student is counted in only one curriculum; therefore, the sum of the enrollment in each curriculum equals the total curriculum enrollment. However, in extension a student is counted in each extension program in which he is enrolled, but he is counted only once in each extension subtotal and total count, regardless of the number of different programs in which he is enrolled. Therefore, the sum of the enrollments in each extension program exceeds the total unduplicated extension count.

Since the enactment of G.S. 115A in 1963 establishing the North Carolina Community College System, enrollment has increased from 7,781 FTE in sixteen industrial education centers to 112,988 FTE in fifty-seven community colleges and technical institutes (end of 1975-76 school year). See pp. 38-39. Student enrollment (unduplicated headcount) has grown from 52,870 in 1963-64 to 534,833 in 1975-76. Projected enrollment indicates approximately 150,000 FTE and more than 650,000 full-time and part-time students by 1978-79.

1. AVERAGE ANNUAL FTE
1975-76



PROGRAM	FTE	PERCENT	PROGRAM	FTE	PERCENT
College Transfer	8,365	7.4%	Other Academic Extension	6,925	6.1%
General Education	3,695	3.3%	Learning Lab.	3,603	3.2%
Technical	38,430	34.0%	Adult Basic Education	2,540	2.3%
Vocational	19,116	16.9%	CETA	684	0.6%
Occupational Extension	21,384	18.9%	New & Expanding Industry	1,011	0.9%
Adult High School	4,536	4.0%	Self-Supporting Recreational	2,699	2.4%
			TOTAL	112,988	100.0%

2. ENROLLMENT GROWTH OF THE COMMUNITY COLLEGE SYSTEM, 1965-66 THROUGH 1978-79

Items	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77*	1977-78*	1978-79*
Full-Time Equivalent Enrollment	25,704	28,250	32,756	40,061	47,857	59,329	69,579	73,959	78,863	104,864	112,988	131,249	140,446	149,547
Number of Institutions in Full Operation	31	43	50	53	54	54	55	56	57	57	57	57	57	57
Percent Annual Enrollment Increase	101%	10%	28%	22%	19%	24%	17%	6%	7%	33%	8%	16%	7%	6%

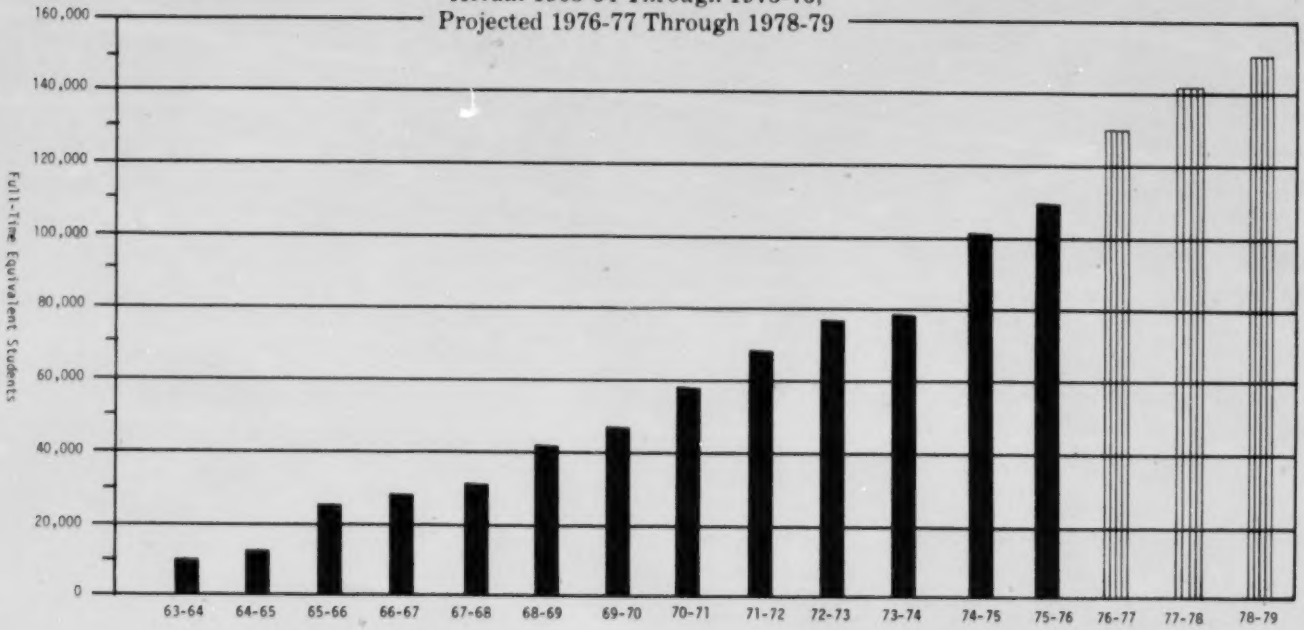
* Projected figures for these years.

3. ENROLLMENT GROWTH BY PROGRAM AREA, 1974-1975 AND 1975-76 SCHOOL YEARS

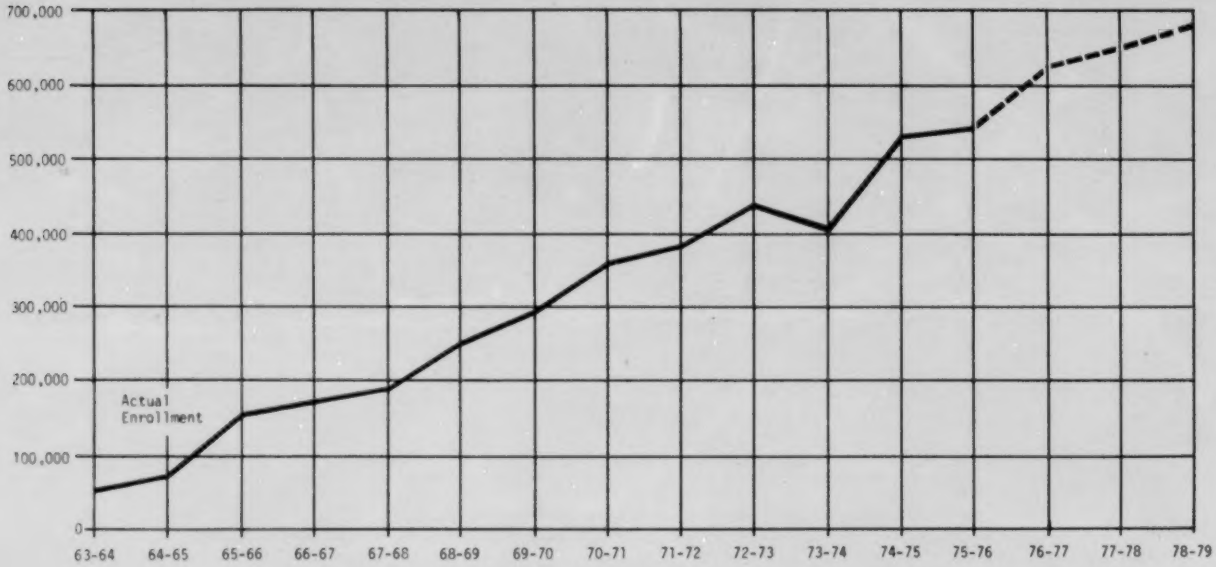
STUDENT ENROLLMENT					AVERAGE ANNUAL FTE			
1974-75	Percent Growth	1975-76	Percent of Total	Program Area	1974-75	Percent Growth	1975-76	Percent of Total
15,445	4.0	16,061	3.0	College Transfer	7,730	8.2	8,365	7.4
3,576	25.0	4,470	0.8	General Education	1,952	(24.2)	1,480	1.3
24,713	11.3	27,502	5.2	Special Credit	1,068	7.4	2,215	2.0
61,854	18.1	73,051	13.6	Technical	30,827	24.7	38,430	34.0
26,121	6.4	27,805	5.2	Vocational	17,163	11.4	19,116	16.9
131,709	13.0	148,889	27.8	Curriculum Total	58,740	18.5	69,606	61.6
80,240	(2.0)	78,651	14.0	Fundamental Extension[2]	11,038	(3.3)	10,679	9.5
76,365	(4.3)	73,096	13.0	Other Academic Extension	6,490	6.7	6,925	6.1
257,244	(2.8)	250,075	44.5	Occupational Extension[3]	26,739	(13.7)	23,079	20.4
3,056	20.3	3,677	0.7	Recreational Extension	1,857[4]	45.3	2,699[4]	2.4
394,214[1]	(2.1)	385,944[1]	72.2	Extension Total	46,124	(5.9)	43,382	38.4
525,923	1.7	534,833	100.0	Total	104,864	7.7	112,988	100.0

[1] Extension students enrolled in more than one extension program are counted in each program in which enrolled, but are counted only once in the extension total.
[2] Includes Adult Basic Education (Grades 1 through 8), Adult High School Programs, and Learning Laboratory.
[3] Includes Occupational Extension, Comprehensive Employment Training Act (CETA), and New and Expanding Industry Programs.
[4] Includes Self-Supporting Recreational, Human Resources Development, Handicapped and Disadvantaged, and other non-state funded FTE.

4. ENROLLMENT GROWTH
Average Annual FTE
Actual 1963-64 Through 1975-76, Projected 1976-77 Through 1978-79



5. ENROLLMENT GROWTH AND PROJECTIONS—UNDUPLICATED HEAD COUNT



YEAR	ENROLLMENT	GROWTH	PERCENT GROWTH
1963-64	52,870	17,870	33.7
1964-65	79,117	26,247	49.6
1965-66	151,200	72,083	91.1
1966-67	166,033	14,833	9.0
1967-68	189,276	26,243	13.9
1968-69	240,851	51,575	27.2
1969-70	293,602	52,751	21.9
1970-71	358,014	64,412	21.9
1971-72	387,279	29,265	8.2
1972-73	431,174	43,895	11.3
1973-74	400,220	-30,954	-7.2
1974-75	525,923	125,703	31.4
1975-76	534,833	8,910	1.7
1976-77	617,828	82,995	15.5
1977-78	651,461	33,633	5.4
1978-79	683,919	32,458	5.0

6. TOTAL UNDUPLICATED HEADCOUNT BY INSTITUTION, 1970-71* THROUGH 1975-76

Institution	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
Anson T.I.	3,022	2,874	3,748	2,711	3,771	5,870
Asheville-Buncombe T.I.	7,850	8,391	7,826	6,998	9,113	9,111
Beaufort County T.I.	5,053	3,949	5,713	4,976	6,376	10,140
Bladen T.I.	1,849	2,367	2,499	2,548	2,696	2,476
Blue Ridge T.I.	2,858	4,639	4,330	4,119	8,497	7,298
Caldwell C.C. and T.I.	10,398	9,734	12,919	11,859	14,312	12,677
Cape Fear T.I.	13,023	13,579	13,284	11,754	13,832	12,877
Carteret T.I.	2,423	2,603	3,016	3,547	4,167	4,386
Catawba Valley T.I.	13,226	16,568	16,286	12,260	14,353	11,280
Central Carolina T.I.	5,528	10,310	10,563	11,225	14,819	14,730
Central Piedmont C.C.	27,275	26,190	31,762	33,191	43,761	46,371
Cleveland County T.I.	3,582	4,062	4,974	5,587	8,424	8,229
Coastal Carolina C.C.	29,149	23,754	27,573	22,520	22,076	20,015
College of The Albemarle	8,341	5,852	6,308	5,484	6,413	6,328
Craven C.C.	4,982	7,205	7,101	6,689	9,401	8,989
Davidson County C.C.	9,165	10,979	11,966	10,503	12,000	11,257
Durham T.I.	6,417	6,570	7,307	6,389	8,233	7,053
Edgecombe T.I.	5,197	3,100	5,521	4,154	5,742	5,347
Fayetteville T.I.	7,114	8,521	10,811	16,167	30,371	32,616
Forsyth T.I.	9,812	11,494	11,520	11,614	15,156	15,737
Gaston College	9,292	13,392	14,293	10,753	13,696	13,464
Guilford T.I.	13,548	17,702	19,658	16,809	23,492	27,227
Halifax County T.I.	4,327	4,913	4,397	4,539	5,144	5,430
Haywood T.I.	3,575	4,285	4,180	3,717	4,691	4,765
Isothermal C.C.	4,303	4,035	4,083	3,616	4,412	4,799
James Sprunt Institute	4,442	4,359	3,894	3,413	4,582	3,835
Johnston T.I.	4,882	7,937	8,346	6,917	11,378	15,203
Lenoir C.C.	10,596	11,232	11,774	8,659	11,540	11,512
McDowell T.I.	2,646	2,791	2,608	1,857	3,532	2,994
Martin T.I.	2,872	4,190	4,550	3,406	4,468	3,751

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6. TOTAL UNDUPLICATED HEADCOUNT BY INSTITUTION, 1970-71* THROUGH 1975-76 (cont'd)

Institution	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
Mayland T.I.		1,650	1,838	2,343	3,374	2,913
Mitchell C.C.				3,930	5,859	7,170
Montgomery T.I.	1,533	1,812	1,622	1,484	2,212	2,119
Nash T.I.	2,834	3,948	3,724	3,432	4,904	5,924
Pamlico T.I.	1,248	1,316	1,366	1,022	1,402	2,034
Piedmont T.I.	2,242	3,713	5,051	4,487	4,957	5,109
Pitt T.I.	9,165	7,841	9,378	7,144	9,190	8,977
Randolph T.I.	4,230	5,465	6,012	5,653	7,381	8,159
Richmond T.I.	5,141	5,766	6,196	6,033	6,927	6,770
Roanoke-Chowan T.I.	3,619	4,666	4,909	4,282	5,141	4,600
Robeson T.I.	4,546	4,582	5,768	5,697	9,460	9,146
Rockingham C.C.	6,228	5,245	6,796	5,951	6,853	5,744
Rowan T.I.	6,747	6,753	8,339	9,241	11,016	13,195
Sampson T.I.	6,682	3,742	5,020	3,617	4,956	4,112
Sandhills C.C.	5,903	5,750	6,126	6,141	9,168	8,580
Southeastern C.C.	4,893	6,529	6,869	5,557	7,093	6,994
Southwestern T.I.	4,173	4,743	5,010	4,154	5,198	5,144
Stanly T.I.		661	2,791	4,462	6,780	6,218
Surry C.C.	5,639	6,116	7,695	7,047	7,492	8,045
T.I. of Alamance	8,405	7,054	7,220	6,465	8,668	9,783
Tri-County T.I.	3,139	2,687	3,469	2,697	3,098	3,442
Vance-Granville T.I.	2,930	4,875	5,077	5,325	6,956	6,520
Wake T.I.	4,507	5,585	5,997	5,166	7,952	7,048
Wayne C.C.	9,849	11,123	10,410	9,208	11,768	12,267
Western Piedmont C.C.	6,351	5,826	7,812	9,083	10,671	10,577
Wilkes C.C.	5,739	6,605	7,530	6,804	9,326	9,835
Wilson County T.I.	5,524	5,669	6,339	5,814	7,673	8,641
Total	358,014	387,279	431,174	400,220	525,923	534,833

* Figures for 1966-69 appear in earlier Biennial Reports published by the North Carolina Department of Community Colleges.

7. ENROLLMENT GROWTH BY INSTITUTION
TOTAL AVERAGE ANNUAL FTE*

Institution	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
Anson T.I.	302	235	163	181	207	302	337	377	521	876	1,029
Asheville-Buncombe T.I.	1,729	1,288	1,248	1,227	1,199	1,286	1,570	1,681	1,777	2,055	2,064
Beaufort County T.I.	65	207	438	660	1,113	1,262	1,077	1,005	1,270	1,696	2,036
Bladen T.I.			28	179	293	324	425	391	489	564	584
Blue Ridge T.I.					26	285	482	649	880	1,132	1,209
Caldwell C.C. and T.I.	174	281	547	722	907	1,180	1,288	1,324	1,423	2,400	2,343
Cape Fear T.I.	657	811	966	1,409	1,758	2,056	2,661	2,854	2,724	3,386	3,497
Carteret T.I.	499	437	479	440	504	544	554	647	728	1,027	1,087
Catawba Valley T.I.	756	816	986	1,192	1,417	1,665	1,839	1,896	1,695	2,393	2,440
Central Carolina T.I.	611	536	686	786	935	1,161	1,567	1,641	2,324	3,037	3,617
Central Piedmont C.C.	2,370	2,310	3,240	4,038	5,139	6,519	6,707	7,089	7,458	9,869	10,945
Cleveland County T.I.	125	228	299	339	394	482	612	687	1,121	1,797	2,096
Coastal Carolina C.C.	252	353	539	1,015	1,269	1,853	2,488	2,838	2,138	2,569	2,961
College of The Albemarle	659	726	776	843	938	1,122	1,232	1,163	1,056	1,272	1,264
Craven C.C.	205	301	411	417	578	721	931	984	1,153	1,540	1,586
Davidson County C.C.	319	475	687	1,018	1,209	1,418	1,533	1,645	1,690	1,958	2,129
Durham T.I.	1,104	933	1,232	1,048	1,114	1,328	1,350	1,437	1,471	1,976	2,105
Edgecombe T.I.			6	247	289	590	913	907	1,028	1,075	1,291
Fayetteville T.I.	1,410	1,049	1,149	1,688	1,696	1,890	2,032	2,488	3,460	5,340	5,194
Forsyth T.I.	1,266	1,389	1,505	1,640	1,584	1,949	2,114	2,164	2,260	2,807	3,078
Gaston College	1,482	1,323	1,478	1,369	1,548	1,943	2,100	2,116	2,074	2,774	3,076
Guilford T.I.	740	917	966	1,247	1,554	2,364	2,765	2,972	3,226	4,189	4,354
Halifax County T.I.			44	392	581	728	845	860	791	1,181	1,313
Haywood T.I.	132	284	348	445	622	681	807	900	952	1,365	1,440
Isothermal C.C.	153	213	348	508	566	684	714	739	743	997	1,165
James Sprunt Institute	345	418	360	438	508	568	733	817	899	1,035	1,075
Johnston T.I.					350	720	1,049	1,184	1,502	2,123	2,394
Lenoir C.C.	521	732	937	1,189	1,381	1,973	2,319	2,422	2,063	2,616	2,826
McDowell T.I.	236	473	202	208	268	322	420	479	326	573	764
Martin T.I.			14	366	422	513	657	681	614	821	930

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7. ENROLLMENT GROWTH BY INSTITUTION
TOTAL AVERAGE ANNUAL FTE (cont'd)

Institution	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
Mayland T.I.							97	218	387	897	896
Mitchell C.C.									814	1,188	1,370
Montgomery T.I.				155	262	268	307	300	405	553	591
Nash T.I.			38	227	363	398	513	551	614	970	1,144
Pamlico T.I.	105	146	106	199	169	229	218	249	238	378	390
Piedmont T.I.						246	1,144	1,171	1,005	1,112	1,279
Pitt T.I.	1,511	1,026	1,020	814	1,120	1,615	1,523	1,607	1,601	1,977	2,041
Randolph T.I.	362	295	349	461	543	691	820	881	1,114	1,279	1,345
Richmond T.I.	435	350	539	572	870	981	1,141	1,183	1,149	1,331	1,590
Roanoke-Chowan T.I.			55	254	493	627	872	886	842	1,168	1,191
Robeson T.I.	138	898	433	697	863	790	1,039	978	1,134	1,877	2,053
Rockingham C.C.	382	497	774	1,029	1,128	1,202	1,212	1,211	1,261	1,392	1,438
Rowan T.I.	764	737	678	724	787	989	1,098	1,144	1,378	1,873	2,135
Sampson T.I.	139	364	494	508	530	660	724	910	929	1,010	1,064
Sandhills C.C.	389	774	923	958	1,184	1,371	1,527	1,552	1,712	2,348	2,243
Southeastern C.C.	489	796	859	985	1,049	1,255	1,438	1,441	1,287	1,709	1,804
Southwestern T.I.	161	325	299	378	460	570	702	768	784	1,042	1,132
Stanly T.I.							50	286	729	1,247	1,278
Surry C.C.	84	317	488	630	666	821	1,018	1,085	1,153	1,414	1,625
T.I. of Alamance	833	865	917	979	1,026	1,288	1,370	1,459	1,407	1,789	1,888
Tri-County T.I.	111	183	167	225	319	473	870	892	730	777	827
Vance-Granville T.I.					102	311	585	632	814	1,252	1,183
Wake T.I.	1,175	995	1,057	1,041	1,084	1,261	1,435	1,530	1,522	1,880	1,959
Wayne C.C.	971	1,073	1,146	1,622	1,653	1,744	2,060	2,143	2,157	2,438	2,599
Western Piedmont C.C.	85	380	629	812	993	1,150	1,282	1,284	1,432	1,883	2,014
Wilkes C.C.	78	301	522	662	914	1,052	1,358	1,563	1,515	2,056	2,448
Wilson County T.I.	1,380	1,193	1,181	880	890	907	1,032	1,000	885	1,578	1,567
Total	25,704	28,250	32,756	40,061	47,836	59,329	69,579	73,959	78,863	104,864	112,988

* Figures for 1965-69 appear in earlier Biennial Reports published by the North Carolina Department of Community Colleges.

8. GEOGRAPHIC ORIGIN OF STUDENTS
1975 FALL QUARTER CURRICULUM STUDENTS

Institution	(Home Location of Students in Percent) County of Institution	Adjacent Counties	Other N. C. Counties	Out-of-State	Number of Students
Anson TI	46.9%	23.4%	14.0%	15.7%	2,434
Asheville-Buncombe T.I.	79.6	12.1	6.9	1.4	3,453
Beaufort County T.I.	30.4	15.7	21.2	32.7	4,188
Bladen T.I.	91.9	7.4	0.5	0.2	1,074
Blue Ridge T.I.	68.7	29.5	1.3	0.5	2,006
Caldwell C.C. & T.I.	57.5	33.1	6.4	3.0	4,946
Cape Fear T.I.	46.0	43.9	7.6	2.5	6,884
Carteret T.I.	84.1	10.1	2.1	3.7	2,208
Catawba Valley T.I.	66.7	23.7	8.6	1.0	5,870
Central Carolina T.I.	31.4	44.5	12.0	12.1	6,098
Central Piedmont C.C.	84.9	10.9	2.4	1.8	24,764
Cleveland County T.I.	85.3	10.5	0.7	3.5	3,855
Coastal Carolina C.C.	49.7	2.6	7.0	40.7	8,142
College of Albemarle	41.4	25.5	28.4	4.7	3,343
Craven C.C.	77.1	8.6	2.9	11.4	2,965
Davidson County C.C.	66.1	29.3	3.8	0.8	5,328
Durham T.I.	66.3	28.1	4.4	1.2	3,827
Edgecombe T.I.	76.4	23.1	0.4	0.1	2,225
Fayetteville T.I.	58.0	4.6	3.8	33.6	12,905
Forsyth T.I.	84.1	12.4	2.5	1.0	6,757
Gaston College	76.1	20.1	2.6	1.2	6,758
Guilford T.I.	84.8	13.0	1.5	0.7	6,237
Halifax County C.C.	66.6	24.8	4.9	3.7	1,965
Haywood T.I.	71.6	19.6	5.1	3.7	2,408
Isothermal C.C.	80.7	16.6	1.6	1.1	2,522
James Sprunt Inst.	81.1	12.5	5.0	1.4	1,750
Johnston T.I.	38.1	18.7	31.9	11.3	5,290
Lenoir C.C.	63.2	31.4	4.6	0.8	5,306
Martin C.C.	48.1	43.2	8.4	0.3	2,032
Mayland T.I.	41.1	56.0	2.2	0.7	1,205
McDowell T.I.	87.6	7.3	4.6	0.5	1,552
Mitchell C.C.	87.2	9.9	2.6	0.3	3,392
Montgomery T.I.	80.3	11.5	7.5	0.7	920
Nash T.I.	74.7	24.5	0.7	0.1	2,579
Pamlico T.I.	81.4	17.0	1.4	0.2	424
Piedmont T.I.	59.5	33.6	3.7	3.2	2,320
Pitt T.I.	79.7	8.8	10.6	0.9	3,736
Randolph T.I.	81.0	14.1	4.2	0.7	4,194
Richmond T.I.	58.9	33.2	6.7	1.2	3,532
Roanoke-Chowan T.I.	45.6	50.7	2.9	0.8	2,068
Robeson T.I.	92.7	6.0	0.7	0.6	2,734
Rockingham C.C.	78.9	17.2	1.5	2.4	1,501
Rowan T.I.	59.0	38.5	2.0	0.5	4,947
Sampson T.I.	88.0	11.2	0.5	0.3	1,959
Sandhills C.C.	59.5	33.6	5.4	1.5	4,362
Southeastern C.C.	77.6	16.4	3.0	3.0	3,880
Southwestern T.I.	37.8	53.9	6.4	1.9	2,002
Stanly T.I.	72.7	20.3	4.0	3.0	2,885
Surry C.C.	57.3	37.1	2.1	3.5	3,611
T.I. of Alamance	83.7	13.1	2.7	0.5	4,477

(Continued next page)

8. GEOGRAPHIC ORIGIN OF STUDENTS
1975 FALL QUARTER CURRICULUM STUDENTS (cont'd)

Institution	(Home Location of Students in Percent) County of Institution	Adjacent Counties	Other N. C. Counties	Out-of-State	Number of Students
Tri-County T.I.	59.2	30.1	1.2	9.5	1,901
Vance-Granville C.C.	48.7	45.0	4.8	1.5	2,833
Wake T.I.	82.2	10.8	6.4	0.6	1,979
Wayne C.C.	84.1	7.2	6.6	2.1	6,026
Western Piedmont C.C.	77.0	14.5	7.7	0.8	4,394
Wilkes C.C.	56.7	39.2	1.9	2.2	5,280
Wilson County T.I.	62.9	17.4	18.1	1.6	3,710
TOTAL	67.5%	20.5%	5.9%	6.1%	231,943

9. STUDENT ENROLLMENT BY SEX AND RACE BY TYPE OF PROGRAM
1975-76

Instructional Area	Unduplicated Headcount*	White	Non White	Male	Female
College Transfer	16,061	83.9%	16.1%	62.1%	37.9%
General Education	4,470	79.5	20.5	55.3	44.7
Special Credit	27,502	83.0	17.0	42.4	57.6
Technical	73,051	76.4	23.6	65.7	34.3
Vocational	27,805	70.2	29.8	76.2	23.8
Curriculum Subtotal	148,889	77.3	22.7	62.7	37.3
Fundamental Extension	78,651	62.1	37.9	57.7	42.3
Other Academic Extension	73,096	82.4	17.6	31.2	68.8
Occupational Extension	250,075	77.7	22.3	51.4	48.6
Recreational Extension	3,677	59.7	40.3	68.3	31.7
Extension Subtotal	385,944	75.5	24.5	49.5	50.5
TOTAL	534,833	76.0%	24.0%	53.2%	46.8%

*See Definition of Unduplicated Headcount on page 36.

1974-75

Instructional Area	Unduplicated Headcount*	White	Non White	Male	Feamle
College Transfer	15,445	87.3%	12.7%	59.7%	40.3%
General Education	3,576	83.7	16.3	53.0	47.0
Special Credit	24,713	86.4	13.6	40.8	59.2
Technical	61,854	78.4	21.6	64.8	35.2
Vocational	26,121	70.8	29.2	75.5	24.5
Curriculum Subtotal	131,709	79.6	20.4	61.5	38.5
Fundamental Extension	80,240	59.9	40.1	57.4	42.6
Other Academic Extension	76,365	84.3	15.7	27.4	72.6
Occupational Extension	257,244	76.9	23.1	49.5	50.5
Recreational Extension	3,056	74.6	25.4	50.3	49.7
Extension Subtotal	394,214	75.2	24.8	47.4	52.6
TOTAL	525,923	76.3%	23.7%	51.0%	49.0%

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10. TRANSFER STUDENTS FROM COMMUNITY COLLEGE INSTITUTIONS TO NORTH CAROLINA SENIOR COLLEGES AND UNIVERSITIES

Institution	Fall 1973			Fall 1974			Fall 1975		
	Public	Private	Total	Public	Private	Total	Public	Private	Total
Caldwell C.C. & T.I.	27	4	31	44	5	49	57	6	63
Central Piedmont C.C.	349	37	386	315	43	358	355	60	415
Coastal Carolina C.C.	48	4	52	46	1	47	56	2	58
College of The Albemarle	69	10	79	86	11	97	96	8	104
Craven C.C.	8	0	8	14	6	20	27	3	30
Davidson County C.C.	83	33	116	104	30	134	93	54	147
Gaston College	105	50	155	102	64	166	114	52	166
Isothermal C.C.	42	17	59	60	5	65	50	17	67
Lenoir C.C.	86	9	95	98	9	107	77	4	81
Mitchell C.C.	70	36	106	92	36	128	101	49	150
Rockingham C.C.	98	21	119	101	13	114	91	8	99
Sandhills C.C.	151	20	171	126	16	142	169	25	194
Southeastern C.C.	138	18	156	132	8	140	129	9	138
Surry C.C.	71	9	80	81	11	92	89	9	98
Wayne C.C.	40	31	71	64	23	87	50	24	74
Western Piedmont C.C.	55	14	69	53	12	65	57	20	77
Wilkes C.C.	69	4	73	73	11	84	53	7	60
Technical Institutes	189	74	267	356	169	525	407	207	614
TOTAL*	1,698	395	2,093	1,947	473	2,420	2,071	564	2,635

* Compares to 1,619 transfers in 1971 and 1,930 in 1972.

11. TRANSFER STUDENTS FROM NORTH CAROLINA PUBLIC AND PRIVATE SENIOR COLLEGES AND UNIVERSITIES TO COMMUNITY COLLEGES

Institution	Fall 1973			Fall 1974			Fall 1975		
	Public	Private	Total	Public	Private	Total	Public	Private	Total
Caldwell C.C. & T.I.	10	5	15	57	25	82	65	23	88
Central Piedmont C.C.	183	73	256	111	48	159	138	36	174
Coastal Carolina C.C.	47	10	57	36	5	41	98	12	110
College of The Albemarle	5	3	8	7	4	11	17	3	20
Craven C.C.	25	5	30	22	2	24	39	8	47
Davidson County C.C.	58	37	95	49	30	79	48	22	70
Gaston College	33	21	54	115	72	187	133	64	197
Isothermal C.C.	10	6	16	15	9	24	19	10	29
Lenoir C.C.	80	19	99	90	25	115	79	21	100
Mitchell C.C.	12	3	15	23	3	26	6	13	19
Rockingham C.C.	16	4	20	15	10	25	30	11	41
Sandhills C.C.	19	13	32	13	7	20	30	21	51
Southeastern C.C.	21	8	29	13	4	17	24	5	29
Surry C.C.	29	11	40	9	7	16	7	9	16
Wayne C.C.	49	17	65	33	14	47	34	10	44
Western Piedmont C.C.	20	6	26	27	14	41	43	29	72
Wilkes C.C.	24	17	41	32	7	39	45	11	56
TOTAL	640	258	898	667	286	953	855	308	1,163
Out-of-State Transfers			626			621			872
GRAND TOTAL*			1,524			1,574			2,035

* Compares to 1,341 transfers in 1971 and 1,417 in 1972.

12. Summary of Enrollment Data*

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
1. Enrollment (FTE)	59,329	69,579	73,959	78,863	104,864	112,988
2. Enrollment (Unduplicated Headcount)	358,014	387,279	431,174	400,220	525,923	534,833
3. Geographic origin of students Fall quarter curriculum enrollment						
a. Percent of students from county of institutions	68.6	69.3	69.5	71.5	72.0	67.5
b. Percent of students from adjacent counties	22.1	21.3	21.1	19.8	19.2	20.5
c. Percent of students from other N.C. counties	7.0	6.7	6.4	5.9	4.9	5.9
d. Percent of students from other states	2.3	2.7	3.0	2.9	3.9	6.1
4. Enrollment by sex, race, for all programs						
a. White	78.9	78.3	77.0	76.9	76.3	76.0
b. Non-white	21.1	21.7	23.0	23.1	23.7	24.0
c. Male	50.0	49.6	47.4	50.4	51.0	53.2
d. Female	50.0	50.4	52.6	49.6	49.0	46.8
5. Community College transfers						
a. Transfer students from community college institutions to N.C. senior colleges and universities						
(1) Public	989	1,326	1,535	1,698	1,947	2,071
(2) Private	193	293	395	395	473	564
Total	1,182	1,619	1,930	2,093	2,420	2,635
b. Transfer students from N.C. public and private senior colleges and universities to community college institutions						
(1) Public	578	647	652	640	667	855
(2) Private	310	249	287	258	286	308
Total	888	896	939	898	953	1,163

Enrollment Projections	1976-77	1977-78	1978-79
(1) FTE	131,249	140,446	149,547
(2) Unduplicated Headcount	617,828	651,461	683,919

* Figures for 1965-69 appear in earlier Biennial Reports published by the North Carolina Department of Community Colleges.

13. GROWTH OF THE COMMUNITY COLLEGE SYSTEM, 1963-64 - 1975-76

Year	Number of Institutions	Percent Increase*	Institutional Positions	Percent Increase*	Students	Percent Increase*	Departmental Positions	Percent Increase*
1963-64	24	—	520	—	52,870	—	85	—
1964-65	26	8%	743	43%	79,117	50%	97	14%
1965-66	31	19	1,132	52	151,200	91	113	16
1966-67	43	39	1,540	36	166,033	10	114	1
1967-68	50	16	2,226	45	189,276	14	125	10
1968-69	50	0	2,671	20	240,851	27	133	6
1969-70	54	8	3,185	19	293,602	22	142	7
1970-71	54	0	3,608	13	358,014	22	151	6
1971-72	56	4	4,363	21	387,279	8	151	0
1972-73	56	0	5,012	15	431,174	11	156	3
1973-74	57	2	5,786	15	400,220	7	152	−2.5
1974-75	57	0	5,997	4	525,923	31	169	11
1975-76	57	0	6,873	15	534,833	2	174	3
TOTAL**		138%		1,222		912%		105%

* Percent Growth Over Previous Year
** Percent Growth Over 1963-64

14. SUMMARY OF SYSTEM'S GROWTH

	1963-64	1975-76	Percent Growth
a. Number of institutions	24	57	138%
b. Institutional Positions	520	6,873	1,222
c. Students	52,870	534,833	912
d. Department Positions	85	174	105

C. SPACE UTILIZATION

During the 1975 and 1976 school years the community colleges and technical institutes continued to use their facilities at more than designated capacity.

The North Carolina State Commission on Higher Education Facilities annually conducts and publishes a facilities inventory and utilization study. The published data for 1975-76 shows that the community college institutions have a capacity-enrollment ratio (square feet per clock hour) of 2.31 (1975) and 2.48 (1974) compared with a state-wide higher education average of 3.85 and 3.99 (the lower numbers represent better utilization).

The same study reports the community college institutions have 59 (1975) and 73 (1974) assignable square feet of academic facilities per credit hour FTE compared with a state-wide higher education average of 94 and 102 (the lower numbers represent more utilization and need).

Explanation of Terms

The capacity/enrollment ratio measures the efficiency of use of educational facilities in gross terms. Although it is usually expressed as an abstract number, it could be referred to as square feet per student hour of instruction. It is a significant statistic and one that is used by governmental agencies in considering an institution's request for funds for equipment and buildings.

The capacity/enrollment ratio is obtained by dividing the assignable square feet of instructional and library facilities by the total scheduled student clock hours of instruction. A C/E ratio between 3.00 and 4.00 is considered desirable.

The number of assignable square feet of academic facilities per FTE student has been used by the U.S. Office of Education for several years as a planning factor. It is obtained by dividing the assignable square footage by the number of FTE students (see page 36 for explanation of FTE). The norm is one hundred square feet of academic space per FTE student.

For more detailed information see the 1975 Facilities Inventory and Utilization Study available from the Assistant Vice President for Institutional Services, Department of Community Colleges.

1. Capacity Enrollment Ratio 1975

Institution	ASF of Instructional & Lib. Facilities	Total Student Clock Hours	Capacity/Enrollment Ratio				
			1975	1974	1973	1972	1971
Major Research Universities:							
N.C. State	1,148,857	240,286	4.78	4.42	5.23	4.77	4.77
UNC Chap. Hill	1,064,075	261,449	4.07	3.96	3.85	4.54	4.41
Health Af.	—	—	—	—	—	—	—
SUBTOTAL	2,212,932	501,735	4.41	4.18	4.50	4.65	4.60
Other Doctoral Universities:							
UNC Greensboro	561,450	127,058	4.42	4.26	4.00	4.01	4.69
Comprehensive Universities:							
Appalachian SU	488,731	121,225	4.03	4.05	4.71	4.61	4.16
E. Carolina U	602,929	172,122	3.50	3.21	3.29	3.20	3.05
Health Af.	—	—	—	—	—	—	—
N.C. A&T SU	331,899	76,183	4.36	5.60	5.90	5.47	5.31
N.C. Central U	243,773	66,006	3.69	3.41	3.72	3.72	3.79
UNC Charlotte	376,877	99,983	3.77	3.56	4.05	4.94	5.59
W'n Carolina U	357,620	87,319	4.10	4.19	4.07	3.89	4.08
SUBTOTAL	2,401,829	622,838	3.86	3.87	4.16	4.16	4.10
Gen. Baccalaureate Universities:							
Elizabeth C. SU	100,238	29,614	3.38	3.14	4.36	4.50	4.56
Fayetteville SU	113,674	32,458	3.50	4.09	3.89	4.31	4.78
Pembroke SU	158,884	27,054	5.87	5.93	5.98	5.15	3.30
UNC Asheville	125,778	21,982	5.72	8.83	4.90	8.74	8.60
UNC Wilmington	173,800	46,014	3.78	4.31	4.21	4.89	5.00
Winst.-Salem SU	114,098	34,421	3.31	3.29	3.51	3.75	4.15
SUBTOTAL	786,472	191,543	4.11	4.66	4.43	4.90	4.71
Specialized Institution:							
N.C. Sch. of Arts	72,988	22,916	3.19	5.36	3.45	3.20	5.36
Community Colleges & Technical Inst.:							
Anson TI	15,954	7,381	2.16	3.12	2.90	3.97	7.91
Ashev'le-Bun. TI	84,789	28,476	2.98	2.86	3.17	3.41	3.17
Beaufort Co. TI	30,528	14,528	2.10	2.34	3.84	4.20	3.63

1. Capacity Enrollment Ratio 1975 (continued)

Institution	ASF of Instructional & Lib. Facilities	Total Student Clock Hours	Capacity/Enrollment Ratio				
			1975	1974	1973	1972	1971
Bladen TI	23,081	8,139	2.84	3.88	6.03	4.31	2.76
Blue Ridge TI	38,732	12,945	2.99	2.21	3.11	2.38	2.33
Caldwell CC&TI	64,608	22,712	2.84	1.90	2.81	2.61	2.60
Cape Fear TI	60,450	26,474	2.28	1.87	2.20	1.89	1.55
Carteret TI	41,335	15,566	2.66	2.91	3.91	2.69	3.20
Catawba Vy. TI	65,265	31,742	2.06	2.61	2.71	2.81	2.82
C. Carolina TI	51,323	24,805	2.07	2.29	3.62	3.87	3.28
C. Piedmont CC	247,582	167,991	1.47	1.85	1.63	1.82	1.57
Cleveland Co. TI	51,629	27,931	1.85	2.60	3.11	2.93	2.11
Coastal Car. CC	45,842	27,828	1.65	1.44	1.79	2.41	1.97
Col Albemarle	64,091	19,860	3.23	3.42	4.15	4.11	2.87
Craven CC	44,990	21,254	2.12	1.62	2.10	2.65	3.09
Davidson Co. CC	75,470	33,070	2.28	2.53	2.66	2.44	2.00
Durham TI	48,088	30,315	1.59	1.98	1.89	2.15	2.17
Edgecombe TI	50,760	12,078	4.20	3.77	4.15	5.09	6.02
Fayettev'le TI	94,458	48,943	1.93	1.63	2.06	2.39	2.57
Forsyth TI	110,437	38,631	2.86	3.25	2.94	3.20	3.05
Gaston Col.	107,088	50,604	2.12	2.92	3.00	3.50	2.67
Guilford TI	130,517	57,536	2.27	1.98	2.42	2.85	2.99
Halifax Co. TI	33,702	14,393	2.34	2.91	1.67	2.70	2.57
Haywood TI	47,889	20,745	2.31	2.47	1.78	2.66	1.49
Isothermal CC	57,730	20,220	2.86	3.93	4.35	4.96	3.13
J. Sprunt I.	41,574	13,119	3.17	2.89	3.54	3.91	3.55
Johnston TI	28,494	11,603	2.46	2.91	3.95	3.67	3.96
Lenoir CC	80,400	36,309	2.21	2.12	2.22	2.22	2.31
Martin TI	59,238	12,170	4.87	5.00	5.27	5.49	4.45
Mayland TI	21,542	12,597	1.71	2.21	2.61	3.87	—
McDowell TI	37,746	12,154	3.11	2.62	4.55	4.55	2.69
Mitchell CC	49,208	15,921	3.09	2.67	2.72	—	—
Montgomery TI	23,973	3,498	6.85	7.94	8.68	2.86	2.54
Nash TI	41,724	14,377	2.90	2.63	2.63	4.95	5.16
Pamlico TI	8,601	2,542	3.38	3.77	4.29	4.41	3.42
Piedmont TI	43,868	13,468	3.26	3.22	5.76	3.81	3.50
Pitt TI	51,992	25,106	2.07	2.52	2.92	2.34	2.08
Randolph TI	45,231	16,839	2.69	2.83	2.84	2.98	2.86
Richmond TI	49,064	20,299	2.42	2.67	2.97	3.30	4.02
Roanoke-Cho. TI	41,191	11,805	3.49	2.62	2.81	2.63	2.68
Robeson TI	46,519	27,298	1.70	2.28	3.56	2.72	2.08
Rockingham CC	101,353	24,779	4.09	4.63	4.33	4.30	3.88

1. Capacity Enrollment Ratio 1975 (continued)

Institution	ASF of Instructional & Lib. Facilities	Total Student Clock Hours	Capacity/Enrollment Ratio				
			1975	1974	1973	1972	1971
Rowan TI	49,308	24,650	2.00	2.27	2.30	2.95	2.52
Sampson TI	21,596	14,559	1.48	2.24	3.04	3.36	2.76
Sandhills CC	62,371	35,260	1.77	1.85	2.00	2.37	1.97
Southeastern CC	66,800	27,395	2.44	2.80	2.90	2.57	2.40
Southwestern TI	28,197	12,600	2.24	2.40	2.29	3.33	3.32
Stanly TI	39,406	8,196	4.81	5.60	6.67	4.85	—
Surry CC	74,564	19,833	3.76	2.82	1.94	3.51	2.89
TI Alamance	49,032	26,578	1.84	2.28	2.57	2.05	2.14
Tri-County TI	29,906	11,436	2.62	2.59	2.85	2.39	2.07
Vance-Granv'leTI	22,820	16,540	1.38	1.49	2.17	2.26	2.92
Wake TI	78,842	32,404	2.43	2.66	2.66	2.16	2.55
Wayne CC	87,891	43,138	2.04	2.36	1.95	2.55	2.29
W. Piedmont CC	49,377	23,895	2.07	2.61	2.70	2.72	2.76
Wilkes CC	57,770	21,183	2.73	3.30	4.16	4.30	4.20
Wilson Co. TI	49,642	19,562	2.54	2.78	3.39	4.05	3.68
SUBTOTAL	3,225,578	1,395,280	2.31	2.48	2.67	2.84	2.60
PRIVATE INSTITUTIONS							
Major Research Universities:							
SUBTOTAL	1,142,968	149,984	7.62	6.99	6.96	5.87	5.62
Gen. Baccalaureate Colleges:							
SUBTOTAL	2,783,827	464,775	5.99	6.01	5.83	5.63	5.51
Junior Colleges:							
SUBTOTAL	665,267	119,510	5.57	5.44	5.09	4.52	4.22
GRAND TOTAL	13,853,311	3,595,639	3.85	3.99	4.15	4.21	4.10

2. ASSIGNABLE SQUARE FEET OF ACADEMIC FACILITIES PER FTE STUDENT
1975

Institution	ASF of Academic Facilities	Total FTE Enrollment	ASF of Academic Facilities Per FTE Student				
			1975	1974	1973	1972	1971
Major Research Universities:							
N.C. State	2,022,256	15,444	131	124	165	161	158
UNC Chap. Hill	1,524,652	16,210	94	98	97	106	101
Health Af.	971,202	2,435	399	216	286	447	484
SUBTOTAL*	3,546,908	31,654	112	110	127	130	126
Other Doctoral Universities:							
UNC Greensboro	776,847	8,083	96	98	92	103	109
Comprehensive Universities:							
Appalachian SU	658,127	7,991	82	82	88	84	75
E. Carolina U	824,886	9,577	86	81	86	72	72
Health Af.	38,954	1,369	28	53	61	—	—
N.C. A&T SU	574,807	4,868	118	138	137	127	129
N.C. Central U	308,662	4,359	71	76	85	84	91
UNC Charlotte	472,105	6,370	74	74	79	92	101
W'n Carolina U	531,380	5,700	93	100	93	91	93
SUBTOTAL*	3,369,967	38,865	87	89	93	88	88
Gen. Baccalaureate Universities:							
Elizabeth C. SU	130,201	1,563	83	110	123	110	111
Fayettev'le SU	158,651	1,951	81	84	89	93	109
Pembroke SU	200,367	2,022	99	113	110	103	69
UNC Asheville	163,290	1,131	144	146	140	144	143
UNC Wilmington	211,144	2,853	74	85	81	92	97
Winst.-Salem SU	149,597	1,923	78	80	87	87	96
SUBTOTAL	1,013,250	11,443	89	97	100	101	100
Specialized Institution:							
N.C. Sch. of Arts	83,964	362	232	227	195	209	245
Community Colleges & Technical Inst.:							
Anson TI	18,665	473	39	66	103	114	255
Asehv'le-Bun. TI	112,489	1,226	92	97	105	102	97
Beaufort Co. TI	37,539	697	54	77	104	120	103
Bladen TI	29,000	377	77	182	299	168	169
Blue Ridge TI	52,895	509	104	112	114	96	93
Caldwell CC&TI	81,336	1,112	73	60	71	75	75
Cape Fear TI	68,405	901	76	69	79	71	63
Carteret TI	54,493	748	86	79	125	87	100
Catawba Vy. TI	69,693	1,662	42	58	70	75	76

2. ASSIGNABLE SQUARE FEET OF ACADEMIC FACILITIES PER FTE STUDENT
1975 (continued)

Institution	ASF of Academic Facilities	Total FTE Enrollment	ASF of Academic Facilities Per FTE Student				
			1975	1974	1973	1972	1971
C. Carolina TI	57,647	1,283	45	61	97	103	101
C. Piedmont CC	303,717	8,139	37	49	44	48	41
Cleveland Co. TI	59,683	1,711	35	48	67	91	79
Coastal Car. CC	51,667	1,337	39	39	45	61	52
Col Albemarle	74,278	860	86	100	113	113	77
Craven CC	51,160	964	53	53	61	91	110
Davidson Co. CC	88,445	1,658	53	64	76	62	51
Durham TI	55,835	1,624	34	49	54	66	68
Edgecombe TI	57,232	543	105	99	109	151	172
Fayettev'le TI	112,794	2,538	44	59	56	61	92
Forsyth TI	118,349	1,579	75	98	99	112	105
Gaston Col.	119,990	2,393	50	65	72	83	60
Guilford TI	173,764	2,460	71	77	95	81	81
Halifax Co. TI	40,371	652	62	90	80	98	92
Haywood TI	63,748	778	82	94	107	118	78
Isothermal CC	65,795	940	70	113	135	152	94
J. Sprunt I.	47,779	573	83	95	112	119	120
Johnston TI	34,868	556	63	104	133	152	203
Lenoir CC	91,702	1,684	54	64	64	64	62
Martin TI	65,192	609	107	188	166	189	214
Mayland TI	24,151	516	47	57	74	140	—
McDowell TI	42,167	515	82	63	110	120	87
Mitchell CC	55,463	815	68	70	72	—	—
Montgomery TI	26,299	127	207	293	317	135	129
Nash TI	49,595	644	77	65	60	130	278
Pamlico TI	11,818	106	111	158	197	200	182
Piedmont TI	48,560	677	72	76	168	243	132
Pitt TI	59,764	1,068	56	68	88	76	67
Randolph TI	49,789	659	76	93	87	103	92
Richmond TI	55,649	976	57	77	92	116	136
Roanoke-Cho. TI	48,410	504	96	89	88	101	104
Robeson TI	60,610	1,187	51	80	132	86	87
Rockingham CC	115,386	1,133	102	122	122	121	116
Rowan TI	57,844	1,464	40	53	73	88	79
Sampson TI	30,165	677	45	69	95	99	92
Sandhills CC	78,569	1,329	59	70	70	65	59
Southeastern CC	76,672	1,328	58	77	92	70	58
Southwestern TI	33,867	542	62	64	78	95	118
Stanly TI	49,516	475	104	142	206	264	—

2. ASSIGNABLE SQUARE FEET OF ACADEMIC FACILITIES PER FTE STUDENT
1975 (continued)

Institution	ASF of Academic Facilities	Total FTE Enrollment	ASF of Academic Facilities Per FTE Student				
			1975	1974	1973	1972	1971
Surry CC	88,497	963	92	71	70	76	74
TI Alamance	56,275	1,250	45	63	66	59	56
Tri-County TI	33,647	496	68	78	80	71	74
Vance-Granv'leTI	28,299	695	41	62	76	97	128
Wake TI	99,339	1,192	83	99	90	74	100
Wayne CC	104,612	1,879	56	78	71	75	63
W. Piedmont CC	61,142	1,215	50	66	73	67	69
Wilkes CC	72,041	1,048	69	102	103	110	112
Wilson Co. TI	64,483	773	83	114	129	155	134
SUBTOTAL	3,851,160	64,839	59	73	80	83	78
PRIVATE INSTITUTIONS							
Major Research Universities:							
SUBTOTAL*	1,855,409	12,182	152	153	149	158	153
Gen. Baccalaureate Colleges:							
SUBTOTAL	3,621,020	27,916	130	132	126	126	123
Junior Colleges:							
SUBTOTAL	840,165	6,136	137	136	129	122	105
GRAND TOTAL	18,958,690	201,480	94	102	107	109	106

* Health Affairs are excluded from all totals.

V. Planning

A. BIENNIAL PROGRAM PLAN

The Department of Community Colleges' *Program Plan for the 1977-79 Biennium* was developed in response to guidelines issued by the North Carolina Department of Administration. The purpose of requiring such program plans from the various state agencies were cited as follows:

- *Identify the direction in which agency intends to lead.*
- *Shape programming and budgeting decisions to pursue these directions.*
- *Communicate the value and impact of the services now provided by a department.*
- *Justify any additional resources an agency hopes to receive in the next biennium.*
- *Generate information which the executive and legislative branches can use to monitor agency activities during the 1977-79 period and beyond.*

The 1977-79 *Program Plan* contains two pervasive goals upon which all budget priorities are based: (1) provide comprehensive education for all North Carolina adults who can benefit from participation in technical institute and community college programs and (2) improve quality of educational programs and services.

Twenty-one priorities for the 1977-79 biennium were developed by the Community College Advisory Council and recommended to the State Board of Education. The priorities were based on responses to a questionnaire sent to trustees, presidents, officers of the Student Government Association, and other educational groups, as well as to lay citizens, governmental officials and representatives of other elementary, secondary, and postsecondary education sectors on the Community College Advisory Council. The highest priorities identified concern the needs for funding at 100 percent of the values generated by State Board of Education formulas, increased faculty members at a 22:1 student-faculty ratio, a cost-of-living salary increase, money for additional educational facilities and equipment and funds to support additional enrollment growth.

The State Board of Education develops policies and regulations to distribute equitably state and federal funds to the institutions, and to provide comprehensive educational programs and services

for North Carolina adult citizens. The Department of Community Colleges, under the direction of the State President, provides leadership and services to enable the Community College System to achieve its goals and objectives.

Other highlights of the 1977-79 *Program Plan* call for improvements in adult literacy training, better service to industry and legislative appropriations to match federal work-study funds to help defray student expenses.

B. LONG-RANGE PLANNING

Several formal planning efforts have been undertaken by the Department of Community Colleges in recent years. A state-wide plan was published in 1970, entitled *Planning for the North Carolina Community College System*. This plan defined the goals of the system in terms of the existing legal base as well as the existing philosophy of the State Board of Education. It further defined the educational role the system should play in the state's economy based on the available data. This plan did not, however, clearly define institutional roles in the educational process, nor did it provide sufficient data for local institutional planning.

In 1971 a research project was established at Forsyth Technical Institute. The primary purpose of this project was to develop procedures for local data collection and planning. This project, The Occupational Information Center, developed procedures which could be used by all institutions to determine future aspirations of area high school students, present as well as projected training needs in the local economy, and the status of graduates and early leavers from the institution. The developed procedures were published in 1973 in the publication, *Manpower Information Manual*, a manual for local planning.

A concurrent project was conducted at Lenoir Community College which developed computer programs for the systems developed at Forsyth. These programs are contained in the publication, *Computer Services Systems Development to Coordinate Manpower Needs with Occupational Training Programs*.

A project was funded at the state level for the dissemination of the developed planning procedures in July of 1973. The purpose of this project was to assist institutions in data collection and long-range planning and to make available to institutions the systems which had been developed. Computer assistance to the institutions was made available from the state office. From this project re-

sulted better data management and a reduced amount of staff time required for planning.

At the recommendation of the State President, the State Board of Education adopted a local institutional planning policy in August of 1973. This policy stated that all institutions were to complete program and facility plans by June 30, 1974. This policy has recently been revised and requires that the plans be kept current by local institutions.

In May of 1975, the Research Triangle Institute completed a study under contract and supervision of the Department of Community Colleges. This five-volume study defines the educational services the Community College System must provide to bring the state's population up to the national level of educational attainment on an occupation by occupation basis. These planning studies are closely aligned with studies related to total economic development of the state.

Presently, the North Carolina Association of Public Community College Presidents and the Department of Community Colleges are studying local and state planning procedures. The primary purpose of this study is to develop a common format for planning which will increase the data flow both from the local institution to the state office, and from the state to the local institution.

Planning involves both the development of a product and a process. The product of planning is intended not to inhibit the process. The planning process is designed to be data based, participative, continuous, and systematic. The desired product and process have a dynamic quality. The North Carolina Department of Community Colleges attempts to characterize its planning activities in this fashion.

In December of 1975, the State Board of Education authorized the appointment of a Community College Study Commission to develop a blueprint for the future of the Community College System. That Commission is currently in operation, and its first report is expected in early 1977.

C. LIAISON COMMITTEE

A Liaison Committee between the Community College System and the University of North Carolina has been formed to consider long-range planning and related matters. Such a relationship is called for by G.S. 116-11(1). The President of the University of

North Carolina appoints four members, and the State President of the Department of Community Colleges appoints four members. Half the members from each sector are chief executive officers of institutions, and half are central office staff members.

The eight members of the Liaison Committee have been appointed to a Joint Advisory Committee, along with four presidents of private colleges and universities. The Joint Advisory Committee discusses matters of concern to all three sectors of post-secondary education.

D. CIVIL RIGHTS PLAN

The Revised North Carolina State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Education Systems adopted by the State Board of Education was approved by the U.S. Department of Health, Education, and Welfare on June 21, 1974. Governor James Holshouser, Jr. filed the State Plan with the Office for Civil Rights in the U.S. Department of Health, Education, and Welfare on May 31, 1974.

The broad objective of the State Plan is "to insure that the public system of post-secondary education in North Carolina is operated in compliance with the requirements of Title VI of the Civil Rights Act of 1964."

Subordinate objectives are:

1) to increase the percentage of black students in public post-secondary education institutions;
2) to insure that the quality of educational opportunities are equal for all citizens;
3) to encourage further integration of the student population;
4) to promote greater representation of races on governing boards, faculty, and staff.

To assist in the attainment of these objectives, there are 37 commitments categorized into four areas: governing boards, faculty and staff, student personnel, and general. Semi-annual reports are submitted to the Office for Civil Rights, Department of Health, Education, and Welfare, Atlanta, Georgia and Washington, D.C. on January 31st and July 31st.

The component within the state office responsible for collecting, organizing and reporting information to OCR/HEW is the Office of Policy Development. There are four staff members and two support staff members employed to carry out the activities of this division.

The state office is organized and staffed to assist institutions in their compliance with the commitments. In addition, the state office serves in a liaison role for institutions with the Office for Civil Rights and other agencies that provide information and guidance.

There is a Civil Rights Monitoring Committee which has been organized and is composed of four members appointed by the State President of the Community College System, four members appointed by the President of the state university system, and nine members appointed by the Governor of North Carolina. This Committee meets at least once a year with subsequent meetings scheduled as needed. The Civil Rights Monitoring Committee was established effective July 1, 1974, to monitor civil rights activities and report annually to OCR/HEW in Atlanta.

Another area of concern is that of Affirmative Action Programs. The efforts of these programs focus primarily on developing a wide variety of resources for use by the system and on providing technical assistance to the institutions in the development and implementation of individual plans. Institutional affirmative action plans serve as "blueprints" to assess the effects, if any, of possible past discrimination in the recruitment and employment of personnel and/or in the admission and treatment of students and subsequently to outline the steps necessary to remedy those effects.

VI. Institutional Reports

ANSON TECHNICAL INSTITUTE

Box 68
Ansonville, North Carolina 28007

Completion of the Polkton Branch of Anson Technical Institute is projected for November of 1976. The new facility will provide an additional 28,227 square feet for the college and will be used for business education programs, graphic arts (which includes commercial art, printing and photography courses), heating/ventilation/air conditioning courses, library, college center and support spaces. A group of interested citizens from Anson County donated to the institute the 57-acre site upon which the new building is located.

Anson Technical Institute currently offers 25 curriculum programs. New programs in small farming and printing management were added to the curriculum during the 1974-76 biennium. The institution continues to provide maximum educational and training opportunities for the adults of Anson County.

Anson Technical Institute continues to grow at a phenomenal rate. During the 1974-76 biennium, the FTE growth increased from 520 FTE's for the 1973-74 fiscal year to 1,072 FTE's for the 1974-75 fiscal year. A slight increase in the FTE number is projected during the fiscal year 1976-77 and then a gradual leveling off of growth is predicted in the ensuing years. Anson's enrollment continues to reflect closely the racial composition of Anson County.

An articulation program between Anson Technical Institute and Bowman Senior High School has been instituted and is expected to be mutually beneficial to both institutions.

Eight members of Anson Technical Institute's faculty and administrative staff are participating in the Higher Education and Administration Graduate Program offered by Appalachian State University. Also a monthly inservice seminar focusing on aspects of the teaching-learning process is presented to all faculty members. In addition, faculty and administrative staff are encouraged to attend professional meetings and workshops relevant to their areas of responsibility.

ASHEVILLE-BUNCOMBE TECHNICAL INSTITUTE
340 Victoria Road
Asheville, North Carolina 28801

Development has been a key idea during the 1974-76 biennium as the trustees and staff worked with the firm of Six Associates to form a master site plan to reflect the institution's program plans. Faculty as well as administrators have contributed expertise and personal time in these matters. Through such cooperative efforts the institution accomplishes many things even when funds may not be appropriated for them.

A new library is now under construction and will be completed by spring, 1977. Another major project, two new parking lots, were scheduled for completion during the summer, 1976. The first one, a quarter-million dollar project paid for entirely from county funds, will increase parking facilities by one-third. The second lot conserves resources by the fact that it is based on a landfill. A basic study has been completed for a high-rise engineering technology building. The local money is already in the bank for this project while the institution seeks matching funds.

An intensive effort is made each year to develop initiative and leadership in students. The Student Government Association seeks out the quiet, the talented, the ones with undeveloped potential and invites them to participate in a leadership workshop. The results have been outstanding as demonstrated both by the institution's student leaders and by the progress of graduates who participate in these sessions.

Asheville-Buncombe feels a commitment also to growth within the entire staff, and an annual, one-day inservice workshop is conducted for all institute employees. The format usually includes small group sessions led by faculty from several surrounding universities.

Programs at Asheville-Buncombe have stabilized, since the institution is one of the older ones in the system (16 years). The staff plans, however, to expand its health-services programs, especially its associate degree nursing program. Local hospitals rely heavily on the institute's graduates for their staffing.

BEAUFORT COUNTY TECHNICAL INSTITUTE
Box 1069
Washington, North Carolina 27889

During the past two years, Beaufort Tech has experienced growth unparalleled in its history. The growth has been significantly higher in the vocational areas with an increase of 221 per-

cent. The technical programs have realized a 48 percent increase, while general education has increased 100 percent. Overall, the growth averaged 93 percent during the two years.

Now serving annually more than 8,000 full-time and part-time students in the four-county service area, Beaufort Tech maintains an approximate 60-40 percent ratio between curriculum and continuing education, respectively. It appears at this time, however, that the lack of sufficient funds will likely necessitate a restriction in student enrollment for the 1976 fall quarter and possibly a deletion of some curriculum programs.

The rapid growth during the biennium has generated a demand for increased student services. Financial aid assistance has tripled. Assistance to veterans, special services of counselors, placement, and testing were increased severalfold. The establishment of a formal job placement office was researched, planned, and implemented. Computer services were purchased to expedite registration and reporting procedures.

The audiovisual area and interlibrary loan services have been broadened in the area of learning resources, and community services were expanded. Periodical shelving facilities were improved. Two new learning laboratories have been established, increasing Beaufort Tech's number of learning labs to six. The reading program has been developed into a systematic and comprehensive program.

Through the Special Projects Office, federal funds were obtained in the amount of $905,000. These funds have enabled Beaufort Tech to strengthen the cooperative education program, begin construction on an allied health building, buy instructional equipment, expand the color closed circuit television capabilities, increase library book volumes, expand the adult education program, and increase and improve special services to the students and to the faculty.

The second major building on campus was completed and occupied. This consolidated our curriculum programs to one campus and provided a more unified and comprehensive instructional program. A vocational shop for the machinist and heavy equipment mechanics programs was also completed.

BLADEN TECHNICAL INSTITUTE
Box 266
Dublin, North Carolina 28332

Bladen Technical Institute has grown at a spectacular rate during the past year. Student population has increased to over

750 FTE's. Two new buildings have been occupied, an administrative facility and a Learning Resource Center. A third building, a multi-purpose structure, was planned for occupancy by the end of the fiscal year. Local support has increased over twenty-five percent.

The institution has been evaluated by a North Carolina State Board of Education accrediting team and a Southern Association regional accrediting team. The initial reports of these groups were sufficiently favorable as to suggest the school has progressed significantly and is on the threshold of accreditation.

Financial shortages have beset Bladen Technical Institute as has been the case with other schools in the system. High enrollment increases without parallel money increases have caused crowding, undesirably large class sizes, shortages in supplies and equipment, and, probably, less than optimum quality in education. If increases in the fall of 1976 are comparable, serious problems will be created. Hopefully, a large budget will accrue to compensate for the larger enrollment and permit employing additional, much-needed faculty and para-professional personnel.

Of the total work force at Bladen Technical Institute 37 percent are minority race and 50 percent are female. In the administrative-supervisory category, 50 percent are women and 33 percent are of minority races. Thirty-three percent of the full-time faculty are minority race and 40 percent are female. The turnover rate in employees is very small; in 1975-76 only three employees (one permanent) were lost.

As of this report, Bladen Technical Institute has seventeen classrooms, six laboratories, seven shops, a complete Learning Resource Center, two trailers, and supporting areas with a total space in excess of 60,000 square feet housed in seven modern, up-to-date buildings. The school is completing renovation of facilities in the southern part of the county and will attempt to initiate comprehensive programs there in the fall of 1976.

BLUE RIDGE TECHNICAL INSTITUTE

Route 2
Flat Rock, North Carolina 28731

The 1974-76 biennium has brought exceptional growth to Blue Ridge Technical Institute. Since receiving accreditation from the Southern Association of Colleges and Schools in December, 1973, the institute has grown solidly in its curriculum and continuing education offerings.

The completion in 1975 of a 16,000 sq. ft. life science and shops building permitted the addition of carpentry and cabinetmaking and auto body repair to the vocational curriculum programs in 1975. A 16,000 sq. ft. career education center now under construction and due for completion by January, 1977 will permit the addition of three more vocational curriculums centered on family care: early childhood education, geriatric care, and home economics. These programs are expected to begin with the fall, 1977 quarter.

The 1974-76 biennium has seen Blue Ridge Technical Institute's average quarterly total enrollment FTE climb from 880 to an estimated 1,100 at the end of the 1975-76 school year, an overall increase of 25 percent. The most dramatic increase has come in curriculum programs, which have risen from an average of 264 FTE in 1973-74 to 446 FTE in 1975-76, an increase of 69 percent.

A significant factor in future growth will be the Transylvania Center, established in Brevard in 1975. This facility currently houses a learning center and a significant portion of the adult education classes offered in Transylvania County. The building will provide a site for curriculum and continuing education expansion as funds become available.

In 1975-76, the unduplicated headcount of persons exceeded 7,000. Within the service area of Blue Ridge Technical Institute, one out of every six adult residents is making use of the educational resources of the school. This is the best evidence that can be offered that the school is meeting the goals of the Community College System.

CALDWELL COMMUNITY COLLEGE AND TECHNICAL INSTITUTE

Box 600
Lenoir, North Carolina 28645

A referendum seeking approval of the issuance of $800,000 in bonds by Caldwell County was proposed and voted upon on December 7, 1971. The local money was to match a federal grant of $799,306 under the Appalachian Regional Act.

This referendum was passed by more than a two to one majority. In 1973, the institution received $500,000 of state construction funds appropriated by the North Carolina General Assembly. These funds enabled the trustees to increase the size of the college by about 77,000 square feet.

The new buildings were occupied during the 1974-75 school year. The college now has approximately 135,000 square feet of building space at its permanent site.

Enrollment growth has been rapid, especially since the summer of 1974. Enrollment in the fall of 1975 was 1,546, one and two-year curriculum students; and 984 continuing education students. This brought the total full time equivalent enrollment at Caldwell Community College and Technical Institute to 2,530 students.

To teach these students and provide support and other services, the institution presently employs 97 full-time persons and approximately 450 other instructors to teach part-time during each year.

The college has been approved to offer the following new curricula in the 1976-77 academic year: auto body repair, early childhood education, media production technology, public administration, pre-art, pre-public administration, radiation therapy, and several new pre-professional programs.

CAPE FEAR TECHNICAL INSTITUTE
411 NORTH FRONT STREET
WILMINGTON, NORTH CAROLINA 28401

Cape Fear Technical Institute has over the past two years continued the steady growth that has been a distinguishing feature since it was founded in 1959. January, 1975 saw the completion of the first phase of the new building program when six shops and four classrooms were occupied. In July, 1976, the institute will occupy a new six-floor addition to the present main building, thus completing a two-year building program which will, at a total cost of over $4 million, add 140,000 square feet of floor space for expanded offerings. The citizens of New Hanover County provided $3.75 million of the money needed for the building program.

Although space for the expansion of curriculum offerings has been severely limited in the past, CFTI has been able to offer some new programs, including curricula in marine construction engineering technology, industrial electricity, and marine and diesel mechanics; specialty programs in industrial air conditioning and industrial machine operator; and a cooperative program in heavy equipment mechanics. The specialty programs and the cooperative program were well attended, and immediate employment needs were met; thus, these programs will be offered again only as industry demands. Planning is well underway for a

commercial fishing program which will use the institute's new trawler, "The North Star."

CFTI has continued to add to its already large program for training new employees for new and expanding industries, upgrading and updating skills of industrial employees, training in service occupations (fire and police training), basic education, high school equivalency and general education. Further aid to industry has been accomplished by the development of a general occupational technology program whereby employed adults can earn an associate degree in their leisure hours and can gain credit for previous experience through qualifying examinations. Local industry has been most receptive to this program.

Although much of the country has suffered economic reverses and accompanying high unemployment, the placement rate of CFTI graduates has continued to be very high. In this biennium there have been more job opportunities than graduates available.

During 1975, CFTI's accreditation was reaffirmed by the North Carolina State Board of Education and by the Southern Association of Schools & Colleges for a ten-year period.

CARTERET TECHNICAL INSTITUTE
3505 ARENDELL STREET
MOREHEAD CITY, NORTH CAROLINA 28557

During the 1974-76 biennium, Carteret Technical Institute mirrored the growth of the total Community College System. The campus site expanded from 10 acres to approximately 23.5 acres. All acreage borders Bogue Sound, and the institute also possesses a 300-foot dock to expedite expansion of water-related curricula. In addition, gross square footage of facilities has been expanded from 64,116 to 102,114 for an increase of 37,998 square feet. These figures reflect a growth of 59 percent in gross square footage and 135 percent increase in acreage.

Enrollment is another area in which gains have been recorded. The institute has experienced more than a 40 percent increase in full-time equivalent enrollment during the 1974-76 period. Nonduplicated head count enrollment increased 17 percent during the same period. The last annual report reflected a four-quarter average FTE figure of 1,027. For those reporting periods since that annual report (1974-75), registration FTE has averaged 1,212.

The institute has been able to secure new or renovated facilities in the form of a 22,000 square-foot vocational shop and classroom

building, a marine science building in which are located several shops and offices, a continuing education office building, an 18,000 square foot storage facility, and a small human resources development building.

Program growth has been stabilized during the 1974-76 period because of limited funds. Hence, the enrollment growth mentioned earlier is growth reflected in the expansion of existing programs.

During this same period of time, quality has been a consideration as well as quantity. On December 13, 1974, the institute was awarded membership in the Southern Association of Colleges and Schools. On February 6, 1975, the institute was accredited by the State Board of Education.

CATAWBA VALLEY TECHNICAL INSTITUTE
Hickory, North Carolina 28601

Catawba Valley Technical Institute has made substantial progress during the past biennium in curricula, instruction, physical facilities, and service to both students and community. With many drastic changes taking place, still the philosophy of being a peoples' institution has not wavered.

All instructional programs have been evaluated and either changed or updated in accordance with the Catawba Valley area needs. For example, a ladder-type mechanical program was devised to allow a student to enter and exit at different levels according to his needs. The furniture drafting program was changed to reflect better the changing needs of the community.

A major buildup was begun in the physical plant and instructional equipment during the biennium. New physical facilities include the library, science labs, classrooms, parking, engineering labs, and business and staff offices. Approximately $500,000 was spent on instructional equipment to replace old or worn out items.

CVTI continues to take continuing education programs to the people in the community. Several programs, such as the health care, nursing home, and prison rehabilitation programs have been recognized on a regional or national level.

CVTI's enrollment continues to grow, and several areas of training are being completed for the forthcoming biennium.

CENTRAL CAROLINA TECHNICAL INSTITUTE
1105 Kelly Drive
Sanford, North Carolina 27330

Central Carolina Technical Institute continues to grow in student population, both in curriculum and in continuing education. Growth for each of the past two years has exceeded 30 percent. Much effort has been spent in trying to keep growth and quality of instruction in good balance.

During the past two years, a self study for reaffirmation of accreditation by both the North Carolina State Board of Education and the Southern Association of Schools and Colleges has been completed. A survey of all school personnel indicates that this endeavor was worthwhile, both for personnel and school-wide improvement. The school is now in a good organizational pattern that will remain fixed for the next five years.

The administration-student center complex has been completed and occupied. Evacuated offices and lounge areas have been converted to classroom space. Although space for curriculum instruction is now sufficient, off-campus space for continuing education remains a problem.

Parking areas and campus landscaping are nearing completion. The general appearance of the campus has been greatly improved.

Long range plans have been updated, projecting the institution into the early 1980's.

CENTRAL PIEDMONT COMMUNITY COLLEGE
Box 4009
Charlotte, North Carolina 28204

The 1974-1976 biennium has been one of substantial growth for Central Piedmont Community College in the areas of program expansion, facilities growth, and student enrollment.

During 1974-1976, the Board of Trustees approved new programs of study in ornamental horticulture, motorcycle repair, dietetic technology, food service, hotel/motel management, graphic arts, credit and financial management, paralegal technology, banking and finance, postal service management, and correctional science. These eleven new programs bring the total number offered by CPCC to 57.

A new career education building with five floors and 59,051 square feet of net usable space was completed. Health, dental, nursing and electronics classes and laboratories are housed in this structure. A six-level parking facility for 573 vehicles was also completed. The Learning Resources Center and two other classroom buildings underwent renovation.

Student enrollment has grown steadily during the 1974-1976 biennium. Fall quarter, 1974 figures disclosed a total enrollment of 18,386 with an FTE figure of 10,740. Fall quarter 1975 statistics, in comparison, showed a total enrollment of 24,764 with an FTE count of 13,674.

The full-time faculty and staff members during 1974-1976 showed a decline from 275 to 251, a decrease of 24. At the same time, part-time faculty and staff personnel showed an increase from 793 to 813, an increase of 20.

Statistics reveal that the 1974-76 biennium has been a period of steady growth and expansion in enrollment and facilities. More important, there is ample evidence that student achievement and community support are growing as CPCC strives to meet the educational needs of the Charlotte-Mecklenburg area.

CLEVELAND COUNTY TECHNICAL INSTITUTE
137 South Post Road
Shelby, North Carolina 28150

Enrollment growth has continued to be rapid during these two fiscal years. Curriculum enrollment has increased from 839 in fall of 1973 to 1,375 in fall of 1974 and to 2,007 for fall of 1975. The

addition of new programs, expansion of night curriculum offerings, and an influx of veterans all contributed to this increase in enrollment. Continuing Education served over 8,000 people during 1975-76, an increase of almost 3,000 over the previous year. The faculty and staff, numbering 286 full and part-time personnel in 1976, are committed to offer instruction whenever students are able to attend the institute.

New programs added during the biennium to Cleveland Tech's curriculum were radiologic technology, fashion merchandising and marketing technology, postal service technology, and agricultural science and mechanization.

The Learning Resources Center expanded its services significantly. Library holdings increased by about one-third. Additional holdings include 186 pieces of audiovisual equipment, 600 software items, a new photo laboratory, and audiovisual supplies. The self study unit [learning laboratory] offered programs in general interest, eighth grade preparatory, GED preparatory, high school diploma and pre-curriculum. Enrollment in this self-study program was 306 adults in 1974-75 and 260 in 1975-76. The eighth grade equivalency test was given to 13 adults in 1974-75 and 17 adults in 1975-76. The General Education Development test (high school equivalency) was administered to 241 area residents and eight inmates during 1974-75 and 386 area residents and 13 inmates during 1975-76.

COASTAL CAROLINA COMMUNITY COLLEGE
222 Georgetown Road
Jacksonville, North Carolina 28540

The character and size of programs at Coastal Carolina Community College mark its progress from an industrial education center to a modern community college. In the last two years alone the college transfer program has been strengthened to include such areas as the pre-dental, pre-engineering, pre-forestry and pre-law programs. In the occupational area the college has added marketing and retailing, medical laboratory technician, operating room technician, and developmental studies. Additional staff were hired to implement these new programs.

Physical expansion has been dramatic also during the biennium. A new trades building consisting of 35,995 gross square feet has been completed. Currently a learning resources/student center is under construction, and an allied health/science build-

ing and an administration building are being planned for the campus.

Several years ago the college acquired a new permanent campus consisting of 75 acres which is now being developed. The Midway Park Nature Center, a 90-acre tract, is also being developed, with a pavilion and nature trails being constructed by faculty and staff. An additional 50 acres has been acquired from the U. S. Government for the purpose of timber information and ecological studies. Still another 85 acres has been secured from the U. S. Government for a police science and fire service training area. There are plans also to complete a firing range and a fire service training field.

The college was accredited by the Southern Association of Colleges and Schools in 1972 and received its reaffirmation visit in April, 1976.

Enrollment at the college steadily increased during the past two years and is expected to continue in the future, although at a slightly slower rate.

COLLEGE OF THE ALBEMARLE
Elizabeth City, North Carolina 27909

Steady improvements have marked the character of College of The Albemarle as an institution which keeps educational needs clearly in mind as evidenced through continued interest and enrollment. The fall of 1975 saw 1,150 students enrolled in credit courses, with approximately 2,400 other citizens in the Albemarle area engaged in non-credit courses.

The record number of students was accompanied by reduced funding from state and private sources. In response the college took steps to stabilize the reduction in funding through economies in travel, supplies, and advertising. Faculty and staff members increased workloads and assumed responsibilities normally handled by part-time personnel.

Even through the period of budgetary constraint new programs of study have been introduced. Two of the most significant are the general education and nurses' assistant programs.

Most of the college's increase in enrollment in fall 1975 can be attributed to its successful evening program, which showed a total overall increase of 43 percent above the previous year.

The Continuing Education Department consistently serves more people than any other department. Enrollment in non-credit

or extension courses, which range from basic literacy instruction through refresher courses for college graduates, totaled approximately 2,400 students. Special courses in emergency medical training and a management and development program for postal employees were taught.

The fifth president assumed responsibility for the welfare of the institution in the fall of 1975. Through his leadership, and with the dedication and concern of its Board of Trustees, administration, faculty and staff, College of The Albemarle will continue to fulfill its pledge of excellence to the citizens it serves in its seven-county area.

CRAVEN COMMUNITY COLLEGE

Box 885
New Bern, North Carolina 28560

Enrollment has continued to increase as anticipated, with two-thirds of the students enrolled in occupational programs. The college has grown from 1,152 FTE in fiscal 1973-74 to 1,801 for fiscal year 1975-76, an increase of 64 percent.

With the completion of the new wing on the technical education building, the college campus now includes two buildings with a gross area of 73,000 square feet. Plans for the construction of a new building for the Learning Resources Center are near completion. This facility will contain 32,000 square feet. Outdoor physical education facilities are near completion, and additional student parking and a campuswide drainage system is currently under construction. Plans to refine and develop a schedule for further campus development are in the formative state. The plan will identify the type of physical facilities that are needed for completion of the campus according to long range plans which were developed in the fall, 1974.

A number of college employees are continuing their own education. Two deans completed requirements for the doctorate, one instructor completed his master's degree in technical education, and five instructors have completed an associate degree for vocational instructors; two other instructors are in the process of pursuing additional degrees.

The college received a reaffirmation of its accreditation with both the State Board of Education and the Southern Association of Colleges and Schools. Initial accreditation was obtained in 1971.

Additional curriculum programs in air conditioning, electrical

installation and maintenance, and auto body repair were begun in new facilities completed and occupied in September, 1975.

An emphasis upon quality of instruction coupled with the idea of serving the student's needs is the primary objective of the administration for the immediate future. Orderly growth and development of the total college is a primary concern, and is also a major objective to be accomplished during the next biennium.

DAVIDSON COUNTY COMMUNITY COLLEGE
Box 1287
Lexington, North Carolina 27292

Enrollment increases, building expansion, and continued development of programs at Davidson Community College have all been significant factors during the biennium.

Significant strides have been made in expansion of the campus facilities. The $903,000 criminal justice and business education building was completed and occupied, and dedicated in an impressive ceremony in memory of Doak and Agnes Finch, formerly of Thomasville. During the year ground was broken for a nursing education building and later for a learning resources center. The student parking facilities were greatly expanded, the outdoor tennis courts lighted, and improvements to the landscape continued. In May, 1976, the Stanhope Lineberry Criminal Justice Center in the Finch Building was dedicated. A highlight of the year was the gift from a county education benefactor, Lois Reich, of $300,000 toward the construction of the nursing education building in memory of her husband, Dr. Edgar Holton Reich.

The Visiting Artist Program, in cooperation with the North Carolina Arts Council, has continued to have an impact on the total community. Dramatists and sculptors have been used during the biennium. The college participated in the Third Century Artists Program with the North Carolina Arts Council, providing additional art exposure to the community. The Associate in Fine Arts Degree was implemented in the curriculum program.

The summer and fall quarter enrollments at the college were phenomenal with increases of almost 100% in the summer and 39% during the fall quarter. Like most institutions in the system, the economy has had its effect on the programs, the personnel and the total operation of the institution. Teaching and administrative responsibilities have been increased to help share the economy

cutback and yet try to provide the same quality and service in the college community.

The faculty and staff developed an affirmative action plan and named a college affirmative action officer.

As a part of the active bicentennial effort in the county, the college has assisted in the restoration of a one-room school house now on the campus adjacent to a beautifully landscaped nature trail being developed by the garden clubs of Davidson County in cooperation with the campus science club and biology classes. The campus was the county focal point for a two-day celebration July 3, 4.

DURHAM TECHNICAL INSTITUTE
Box 11307
Durham, North Carolina 27703

New leadership, new facilities, a greatly increased student body, and new systems have marked the last biennium as one filled with change and opportunity for Durham Technical Institute.

An enrollment increase of 71 percent over the 1973-74 school year has created an immediate need for additional instructional space. The institute should occupy this year a new 32,400 square foot two story classroom building. The completion of this facility coupled with a doubled parking space on the current 19-acre campus will bring to a close Phase I of the building program. Planning for expected continued growth is now underway and the institute has acquired approximately 70 acres of land to initiate Phase II of its growth plan.

Significant strides have been made in the area of articulation with Durham city and county schools as well as those of Orange County. Two new vocational programs, a one-year machinist, and a two-quarter pharmacy technician program have been established. The latter program is one of two such allied health programs in the nation.

Other events included a reaffirmation of the institute's Southern Association accreditation. Also, the institute acquired its second president, Dr. John H. Crumpton, who succeeded H. K. Collins, deceased, May, 1975.

The institute will adopt during this school year a data processing system which will allow the school to utilize its resources better and provide current information for management decisions.

EDGECOMBE TECHNICAL INSTITUTE
Box 550
Tarboro, North Carolina 27886

The 1974-76 biennium at Edgecombe Technical Institute signaled growth through new program offerings, increases in enrollment, additions to total staff, and expansion of physical facilities.

The inception of four new curriculum programs—paralegal technology, mechanical engineering technology, industrial management technology, and agricultural science and mechanization along with the implementation of a career ladder approach in the two-year associate degree nursing program—resulted in a total of 14 program offerings in the technical and vocational areas. Increases in student enrollment produced a total annual FTE average of 1,150. On the average, approximately 1,000 students (unduplicated headcount) enrolled in curriculum programs annually and continuing education enrollments exceeded 5,600 (duplicated headcount).

These enrollment increases, along with the inception of new programs, necessitated new personnel, acquired both through in-house promotions and newly hired staff. Three people were hired in administrative and administrative support capacities, eight in instruction, two in counseling and student personnel, one in the Learning Resource Center, two for special projects, and two secretaries. These additions brought the total number of personnel to 110.

Construction of a cultural arts building of approximately 25,000 square feet to include an auditorium-lecture area, 8-10 classrooms, bookstore, office space, and a student activity area was begun on the main campus in Tarboro in February, 1976. In conjunction with this construction, water and sewer lines were extended to the institute from the town of Tarboro. Expansion on the Rocky Mount campus, located in downtown Rocky Mount approximately 17 miles from the main campus, included the purchase of property and two buildings renovated for use as classroom, office and laboratory space (in addition to the one building already in use). The Rocky Mount campus now contains a gross area of 53,000 square feet, and the completion of construction on the Tarboro campus will result in a total gross area of 138,000 square feet for the institute.

FAYETTEVILLE TECHNICAL INSTITUTE
Box 5236
Fayetteville, North Carolina 28303

The 1974-76 biennium has produced many additions to Fayetteville Technical Institute in both curricula and facilities.

New curricula offered during this period were cosmetology, masonry, drafting-mechanical, plumbing, funeral service education, real estate, life insurance technology, physical therapy assistant, radiologic technology, general office technology, horticulture business technology, law enforcement/criminal justice technology, and paralegal technology. Plans are being made and studies are underway to offer several new curricula beginning in the fall of 1977. The 1976-77 academic year will be used to broaden the base of all curricula now being offered and to move existing curricula into an expanded facility.

The total FTE for the 1974-75 academic year was 3,306 and increased to 3,903 in the 1975-76 academic year.

Horace Sisk Junior High School facilities, located across the street from Fayetteville Technical Institute, have been purchased by the institution and will be occupied during the 1977-78 academic year. This will add 85,000 square feet of facilities which can be used with very minimum alteration.

A 40,000 sq. ft. addition to Cumberland Hall will be occupied during the 1976-77 academic year, thus relieving the present crowded condition.

The 1974-76 biennium has shown a substantial growth both in curricula offerings and in physical plant facilities. Deviations made from the master plan are in the process of being updated and corrected to show actual status and future planned development.

FORSYTH TECHNICAL INSTITUTE
2100 Silas Creek Parkway
Winston-Salem, North Carolina 27103

The enrollment of the institute has grown from 1,177 in spring quarter, 1974 to 1,898 for spring quarter, 1976. This is an increase of 61 percent for the past two years. This growth resulted in ex-

panding the use of additional facilities in downtown Winston-Salem for curriculum programs.

New programs in marketing and retailing and real estate were added to the technical curricula, making a total of thirty-one curriculum programs offered by the institute.

A follow-up study of graduates indicated that 75 percent of the 1974 graduates are employed in the field for which they were trained. Approximately 130 graduates transferred to four-year institutions.

On-site visits have been made for the nuclear medicine program by the American Medical Association, and for the practical nurse education program by the North Carolina State Board of Nursing. Reaffirmation of accreditation of these two programs is expected later this year.

The Adult Education Department offers courses in 74 different teaching locations in Forsyth and Stokes counties. These locations include public schools, city recreation centers and various community centers throughout these counties. Emphasis is placed on courses for city and county employees, including supervisory personnel, emergency medical personnel, public school employees, local law enforcement personnel, and volunteer and professional firemen. The institute continues to work with the Chamber of Commerce and industry to provide training for expanding industries as well as in-house training programs to be located in the business facilities.

A long-range plan for the institute has been completed covering the period 1975-1980.

Construction began in May of this year on the $2.6 million administrative/library/classroom building and a vocational shop building. This expansion program adds approximately 62,000 square feet to the campus.

GASTON COLLEGE
New Dallas Highway
Dallas, North Carolina 28034

The 1974-76 period for Gaston College has been an unparalleled time of growth and change. Enrollment has increased over 25 percent during this period and the "open door" has continued to widen with the evening program of curriculum courses making the most dramatic increases in enrollment. Programs in business,

nursing, and the vocational programs continue to be the most popular among students.

In August of 1975 construction began on the $2.8 million Myers Student Services Building. This building, which will be the focal point of the campus, will house a teaching-drama auditorium, special instructional areas for the arts, a full-time food services operation, student store, lounge and recreation areas, and offices for student activities. The Myers Center was scheduled for completion in December, 1976. Other capital improvements include extensive campus landscaping, improvements to the campus road system, additional parking, and construction of tennis courts.

In the summer of 1974 the college's Board of Trustees approved a plan for the development of Gaston College's campus. The initial phase of the plan is the construction of the Myers Center. Future plans call for the construction of four major buildings and extensive remodeling and expansion of present facilities.

Dr. Joseph L. Mills became president of Gaston College on July 1, 1975. Formerly the college's vice-president and dean of the academic program, Dr. Mills has been affiliated with Gaston since 1971.

With over 600 students receiving degrees and diplomas over the past two-year period, Gaston College has supplied its community with talented leaders and skilled employees. Furthermore, it has served the total population with the diverse programs that truly depict the comprehensive community college concept.

GUILFORD TECHNICAL INSTITUTE
Box 309
Jamestown, North Carolina 27282

Major strides toward completion of the Jamestown campus, spiraling enrollments, and the addition of five new programs to the total curriculum highlight progress at Guilford Technical Institute during the 1974-76 academic period.

Completion and occupation of the Campus/Learning Resource Center, a $3.24 million, two-building project with 120,000 square feet was accomplished in February of 1975. This project, which represents the hub of Guilford Tech's overall campus development plan, was funded primarily through the institute's share of a county-wide bond referendum approved by voters in June of 1971.

Ground was also broken in 1975 for a 26,000 square-foot health careers building to house nursing programs and the English-

Social Science Department. The project, scheduled for completion in June, 1976 includes a 214-space parking lot for a total cost of slightly over $1 million. In addition, GTI trustees this year have issued design contracts for a classroom/laboratory/office building to represent one of the final stages of the present campus development plan.

Continual enrollment increases were also experienced by the institute during the past two academic years. A total annual average FTE of 4,189 was recorded for 1974-75, and the grand total unduplicated headcount was 23,492. Quarter-by-quarter enrollments indicate an average 30 percent increase for 1975-76.

Curriculum offerings were expanded during this time to include degree or diploma programs in real estate, banking and finance, emergency medical technology, general education, and associate degree for vocational instructors. The institute presently offers 27 technical curricula (including guided studies), 11 vocational curricula, 22 curricula offered during the evening, and numerous continuing education programs in such areas as adult basic education, adult high school diploma, public service (law enforcement/fire science/emergency medical training), adult enrichment/academic extension, occupational extension, and trades and industry.

Guilford Technical Institute employed a full-time staff numbering 220 and supplemented by 333 part-time individuals in October of 1974. Those figures increased to 224 full-time and 390 part-time employees in October of 1975. Based on 1974-75 enrollment, the institute earned 17 additional teaching positions for the 1975-76 academic year. These positions were not funded, however, as a result of budget cuts at the state level.

HALIFAX COMMUNITY COLLEGE

Drawer 809
Weldon, North Carolina 27890

Significant events occurring at Halifax County Community College during the period 1974-76 included the full accreditation by the Southern Association of Colleges and Schools in December of 1975 and reaffirmation of state accreditation in January of 1976. The achievement of accreditation indicates successful effort by faculty, staff, and students to establish and maintain quality programs of instruction. Efforts are currently continuing at

Halifax to coordinate all educational activity in order to meet the needs of students regardless of the level of instruction.

In June of 1975 bids were opened for the construction of new buildings on the 109 acres located on Highway 158 west of Weldon, North Carolina. Construction on the $2.2 million structure encompassing some 72,000 square feet began in July, 1975 with completion scheduled for fall of 1976. The new structure will provide approximately seventeen classrooms, five shops, eleven laboratories, a teaching auditorium, student center, learning resources center, and administrative offices. The new facility will house most full-time curriculum and extension programs, but the institution will continue to offer educational opportunities at the more than thirty off-campus locations.

Through interest, concern, and support of the staff, faculty, and community leadership, the 1975 General Assembly of North Carolina authorized Halifax County Technical Institute to offer the two-year college transfer program and thus become a comprehensive community college effective July 1, 1976. Plans were developed to implement the transfer program scheduled for fall quarter, 1976.

Enrollment in both curriculum and extension programs at Halifax has continued to grow during the two-year period. During fall quarter of 1975, the FTE count reached a peak of 1,388 including 741 FTE in curriculum programs. The institution has been active in supporting the career nursing approach in a consortium with Nash, Edgecombe, and Wilson Technical Institutes. The enrollment of more than five hundred veterans in educational programs has expanded opportunities markedly in police science, correctional science, business administration, and the high school equivalency offerings.

HAYWOOD TECHNICAL INSTITUTE

Box 457
Clyde, North Carolina 28721

Haywood Technical Institute has experienced phenomenal growth during the past biennium. Enrollment increased 30 percent in the curriculum programs during this period, placing a tremendous burden on the staff and facilities of the institute. However, everyone assumed additional responsibilities and very few prospective students had to be turned away.

Cognizant that the public is making all governmental agencies more accountable for the services it renders, Haywood has begun to devote much time and effort to the development of institutional long-range planning. The staff completed an extensive ten-year long-range plan in 1974. This plan involved a business-industry survey which enables the institution to make plans for programs consistent with the needs of business-industries in the area. This plan will be updated annually.

In an effort to meet the ever-changing needs of business and industry in the area, several new curricula have been added. These include pottery, automotive body repair, arts and crafts, occupational adjustment, recreational leadership and industrial management. The evening program offerings have also been greatly expanded.

Several new facilities have been completed during the last biennium. The 10,000 sq.ft. addition to the vocational building has been completed and houses offices, classrooms, and laboratory space for the second-year automotive mechanics students and automotive body repair. A 3,000 sq.ft. trades building for the carpentry curriculum has been completed as well as a 10,000 sq.ft. Sheltered Workshop facility.

The two graduating classes during the biennium have been the largest in the history of the school. Follow-up studies indicate that approximately 75 percent of the graduates have entered careers directly related to the training they received.

In conclusion, it has been an exciting two years at Haywood Tech. Much has been accomplished toward achieving more quality in all programs. However, much remains to be done. The institute needs a student resources building, a maintenance storage area, and an expanded learning resource center.

ISOTHERMAL COMMUNITY COLLEGE
Box 804
Spindale, North Carolina 28160

A $1.8 million bond election to construct a physical education plant and student center passed in November, 1974. A $500,000 grant of federal vocational education funds was received for construction of a vocational building in early 1975. The plans were approved by the trustees in May, 1976, and the institution expects to let bids in July and break ground for new facilities in August. The buildings are projected for completion in the fall of 1977.

A criminal justice program has been initiated at Isothermal and has enjoyed steady growth in interest and participation. A total of 100 students enrolled in the industrial supervision and management course (with options) in the fall of 1975. This program has been highly successful. Also, an independent credit course program was started in 1975. It opened with 18 students in September, and grew to 140 by April, 1976. This is a program primarily for students whose schedules do not permit them to attend classes on a regular basis.

Isothermal has continued to show a steady growth in enrollment, climbing to a high of 1,125 students in fall, 1975. The winter quarter had an enrollment of 1,025 and the following spring, 1,026.

Continued emphasis has been placed on the fine arts program at Isothermal. A musical production, *An Hour With Cole Porter*, was presented on campus in the fall of 1974, and was taped for telecast on Educational TV in January, 1975. Two series of public forum programs have been presented with National Endowment for the Humanities grants in 1975 and 1976. Exhibits and cultural programs are continually made available without cost to students and community.

JAMES SPRUNT INSTITUTE
Box 398
Kenansville, North Carolina 28349

James Sprunt Institute dedicated a new Learning Resources and Community Services Building May 25, 1975. This two-story, $1 million facility with its 20,046 square feet brought total square footage of facilities to approximately 79,000. Now in the planning stage is a fourth building (30,000 square feet) to be loca ed on the 52-acre campus. The facility is designed to house expanding vocational/technical programs.

The average annual FTE enrollment for 1974-75 was 1,035, an increase of fifteen percent over the previous year. Currently employed at the institute are 48 full-time and 13 part-time curriculum instructors and 75 part-time extension instructors. The staff consists of 17 administrative and 15 clerical personnel.

The following grants were received during 1974-76: Coastal Plains Consortium, Special Services, Pre-Nursing, Humanities (Colloquiums) Capitation, AHEC, ACCTion, Veterans Officer, Artist-in-Residence, and Articulation.

The Articulation Project, a joint pilot project between James Sprunt Institute and Duplin County Public Schools, resulted in cooperative planning and implementation of articulated vocational/technical curricula. The success of this project to date has received state and national recognition.

A new program in law enforcement has been developed to support local law enforcement personnel in their efforts to upgrade training. The courses are taught on a day and night schedule thus allowing an officer who works rotating shifts to attend classes without interruption. The program has gained the praise and support of area communities.

In addition to the Associate Degree in General Education, James Sprunt Institute now offers ten vocational and eleven technical programs.

JOHNSTON TECHNICAL INSTITUTE
Box 2350
Smithfield, North Carolina 27577

Two of the most important instructional changes at Johnston Technical Institute involve a contract signed with East Carolina University for a two-year general education program and the North Carolina Truck Driver Training Program, which was transferred from North Carolina State University to Johnston Technical Institute the fall of 1974.

A groundbreaking ceremony on the new 100-acre campus was held on December 7, 1974. Construction of Phase I of the building program began in early 1975. That same year, two maintenance and storage buildings were constructed on the new campus with labor supplied through the use of the Emergency Employment Relief Fund. A teacher assistant program was implemented the fall of 1975.

A fire on February 12, 1976, completely destroyed the main classroom building leaving the institution bereft of 15 classrooms. Through the cooperation of the local school board and the citizens of Johnston County, only two days of classroom instruction were lost.

Johnston Tech anticipated moving to its new campus on September 1, 1976. Beginning construction of Phase II of the building program also was planned for the fall.

LENOIR COMMUNITY COLLEGE
Box 188
Kinston, North Carolina 28501

The completion of the first phase of the Lenoir Community College campus was virtually assured with the passage of a local bond issue in November, 1974. The bond issue vote grew out of the college long-range study which documents land, building, and equipment needs for the next 10-15 years. State and federal building funds were provided to match local funds, and a program involving approximately $1.9 million was approved. It is anticipated that the new buildings will be occupied during the fall of 1977. Twenty-eight acres of land were purchased adjacent to the campus, which brings the campus to 86 acres.

Enrollment growth jumped dramatically during the recession period with an increase of 500 students during the spring quarter of 1975. This brings the enrollment to a total of approximately 2,100 in curriculum programs; this enrollment level has held steady for almost two years. The enrollment growth occurred at the same time that the state operating budget was decreased due to the recession, and problems were created by the shortage of funds. There is some indication that this problem will be reduced during the next biennium.

Lenoir County continues to provide substantial fiscal support for the college. There has been little turnover in the governing board of the institution, and the college has made rapid progress under the governance of the Board of Trustees.

Extension centers are provided by Lenoir Community College in the counties of Greene and Jones, and more and more people in these rural areas are taking advantage of the educational offerings. New programs in allied health and engineering technology will be considered as soon as the state operating budget improves.

MARTIN COMMUNITY COLLEGE
Drawer 866
Williamston, North Carolina 27892

During the 1974-76 biennium, Martin Community College advanced in enrollment and programs and witnessed many changes. One of the main advances of the institute is the realization of its goal to become a full comprehensive community college

offering new programs in pre-business education, pre-business administration, pre-social work, and pre-teaching for both elementary and secondary education.

The institution added in December 1974 a new program in industrial maintenance engineering. The continuing technical and vocational programs have helped to increase enrollment over one hundred percent. Enrollment has grown from 400 curriculum students in the fall quarter of 1973 to 900 curriculum students in the fall quarter of 1975.

Added enrollment has increased the need to complete the move into two new classroom and shop buildings with 26,500 square feet in each. With the use of these two buildings and the completion of the Learning Resources Center in January 1975 (making the total space 132,500 square feet), the campus has full, comprehensive facilities.

The Division of Continuing Education has offered a comprehensive curriculum of cultural, academic and vocational, education for leisure, and self-sufficiency courses during this biennium. There is growing awareness of continuing education among adults in the area.

MAYLAND TECHNICAL INSTITUTE
Box 547
Spruce Pine, North Carolina 28777

During the 1974-76 biennium, Mayland Technical Institute launched its first building program by starting construction on June 16, 1975 of a $1.6 million administrative/classroom building to accommodate its steadily increasing enrollment. Occupancy of the new campus is tentatively scheduled for fall of 1976.

Enrollment increased so much for Mayland Tech that in 1974 the institution had a 105 percent gain, the highest of any technical institute or community college in North Carolina for that particular period. This enrollment was spread over 14 curricula, including cosmetology, a new program started in 1974.

The Continuing Education Division continued to serve the administrative area offering ABE classes, extension classes, special needs, handicapped and disadvantaged, and CETA classes. The Human Resources Development program was initiated at Mayland in December, 1974. In conjunction with this program,the institution opened its first satellite learning center in March, 1975

The addition of general education and criminal justice and protective services is planned for fall, 1976. During 1974-76, Mayland had a dramatist-in-residence on campus, who initiated the formation of the Toe River Arts Council. Mayland presented its first dramatic production, *Godspell*, in the summer of 1975.

A team from the Southern Association of Colleges and Schools visited October 8-10, 1975, and Mayland Tech was reaffirmed as a candidate for accreditation in December, 1975.

Even though Mayland Tech will occupy new facilities in the fall of 1976, inadequate space will still be a problem. A proposed vocational building will not be built due to lack of local funds to match state construction funds; some programs, therefore, will temporarily remain housed in leased facilities.

McDOWELL TECHNICAL INSTITUTE
Drawer 1049
Marion, North Carolina 28752

Perhaps the greatest change at McDowell Technical Institute this year has been the growth in the number of students enrolled (191 percent over fall quarter, 1973) and the challenges it has brought. New ways of coping with large classes have inspired the faculty to develop alternative methods of learning for their students. The traditional methods and materials have had to be changed to meet the challenge of teaching 25 to 40 students where there were once 12 to 15. The Learning Resource Center has done its part by producing synchronized slide tapes for orientation to both the institution and the Learning Resource Center.

A major highlight for the institution was the completion of a new 34,000 sq.ft. building. Located within this facility is the new Learning Resource Center, several technical laboratories including cosmetology, and a complete administration area.

For the first time McDowell Tech participated in the Basic Educational Opportunity Grant Program. The total student aid program (including veterans benefits) disbursed over $1 million to 346 students.

During the summer a survey conducted of the graduates of the vocational programs revealed that an average of 71 percent were employed in fields in which they had been trained.

The Continuing Education Department during 1975 sponsored some 230 courses registering well over 3,200 students. Additional

courses were held in fire service training, law enforcement training, prison education, and rescue squad training.

The library added 1,400 volumes during the year, bringing the total to 9,213 volumes.

MITCHELL COMMUNITY COLLEGE
West Broad Street
Statesville, North Carolina 28677

Under the capable leadership of its Board of Trustees, Mitchell has become a comprehensive community college during this biennium. Vocational offerings are available in nine diploma programs and six specialist areas with enrollment over two hundred students. Technical enrollment has increased more than a hundred percent with only one additional program. College transfer and general education enrollment remain stable. Curriculum enrollment has grown by 68 percent. Continuing education offerings have increased in scope, availability, and participation to involve more than thirty-three hundred enrollees, representing growth of more than one hundred percent.

Instructional staff increases of eighty percent full-time and seventy percent part-time students reflect the rate of curriculum growth. Eight additional staff members and five administrators support continuing education and curriculum programs. Campus expansion totaling almost two acres and one hundred-fifty thousand dollars in construction, renovation, and repairs provide more specialized instructional spaces.

The highlight of the biennium was the construction of a two-story vocational building with more than five hundred student stations per hour. Two-thirds of the funding for this needed facility was provided by the Iredell County Commissioners and the remainder from vocational education funds. Completion will bring all curriculum programs to the campus and provide considerable evidence of the importance of occupational education to Mitchell's clientele.

While enrollment in college transfer programs remains stable, the number of art and music majors has doubled, and Mitchell awarded the first associate of fine arts degree in the system last year. Mitchell continues to graduate the highest percentage of college transfer students and enables them to transfer to senior institutions.

A self-study for accreditation was completed, and accreditation teams from both the North Carolina State Board of Education and the Southern Association of Colleges and Schools visited the institution.

MONTGOMERY TECHNICAL INSTITUTE
Drawer 579
Troy, North Carolina 27371

Contracts were completed on February 19, 1976 to build a new campus. A single story unit of 57,000 square feet will house all functions of Montgomery Technical Institute. A target for occupancy is December, 1976. This will complete four years of planning by the community, faculty and staff.

Presently the institution occupies four separate buildings; programs have increased by 20 percent each over the past two years. Further growth will be limited until new facilities are occupied.

At the annual meeting of the Southern Association of Colleges and Schools in December, 1976, Montgomery Technical Institute received the status of candidate for accreditation. Efforts are being directed toward full accreditation with both the Southern Association and the North Carolina State Board of Education.

Emphasis at Montgomery Technical Institute in continuing education continues to be occupational education geared to the needs of individuals and the industries of Montgomery County. Most of continuing education is housed off campus in the several communities of Montgomery County. Eight centers have been established to provide adult basic education instruction.

Disadvantaged and handicapped individuals are offered counseling and appropriate training through the Continuing Education Department and the Human Resource Development Programs. A comprehensive articulation program with other agencies of the county has produced extensive inter-agency involvement. Continuing Education and Student Services are engaging these agencies in a single outreach program.

NASH TECHNICAL INSTITUTE
Route 5, Box 255
Rocky Mount, North Carolina 27801

Construction was begun early in 1974 on the first phase of a projected ten-building complex. By fall 1975 two modern build-

ings, totaling 50,000 square feet, were complete. Included in these buildings are administrative offices, the Learning Resource Center, academic classrooms, vocational-technical classrooms and laboratories, a bookstore, and a spacious student lounge.

In June, 1976 contracts were awarded for the beginning of the second phase of construction, which will be a classroom-vocational building. The project is scheduled for completion in September, 1977.

Enrollment figures for the 1975-76 academic year showed a curriculum student population of 1,091 adults and an extension count of 1,488 adults, bringing Nash Tech's total enrollment to 2,579 students.

Staff and students worked hard to prepare the institution for accreditation. In January, 1976 a State Board of Education evaluation team visited Nash, and in May, 1976 a team from the Southern Association of Colleges and Schools visited.

PAMLICO TECHNICAL INSTITUTE
Highway 306 South
Grantsboro, North Carolina 28529

Growth at Pamlico, one of the system's smallest members, has been most impressive, especially when considering that Pamlico was, until spring, 1976, still in antiquated and inadequate facilities at its Alliance campus. The 1972-74 biennium served a grand total of 478 (FTE) students, while the current two-year period saw approximately 793 students enrolled, this latter figure representing an increase of almost 63 percent.

As the 1975-76 spring quarter approached its end, the faculty and staff packed the belongings of the institute on borrowed trucks and cars and headed westward to a new campus. Representing an investment of $1.6 million, the facilities should prove to be the center of many activities for the citizens of Pamlico County. Already, people who have never visited the Alliance campus have stopped by the new location "just to see what the place is like." The new facilities provide meeting rooms for local organizations and a spacious multi-purpose room for large academic and civic gatherings.

Even while rendering services to the county as an important community center, Pamlico Tech's facilities will accommodate an increasing number of students. Although Pamlico knows that the gleaming structure will not be a panacea and will not auto-

matically mean an increase in the number of students served, or in the quality of programs offered, the faculty and staff feel that the new facilities will enable PTI to provide a more diverse educational program. A staff dedicated to quality makes the project complete.

PIEDMONT TECHNICAL INSTITUTE
Box 1197
Roxboro, North Carolina 27573

Piedmont Technical Institute entered the 1974-76 biennium anticipating a challenging twenty-four months. It is fitting that this period is coming to a most successful close only four days before the nation's 200th birthday. Much like America's bicentenary, Piedmont Tech's biennium has been one of unparalleled progress, the key ingredients being its people, programs and setting.

The citizens of Person County agree that the setting is an essential element of progress, and, on November 5, 1974, voted by a six-to-one margin to authorize a $3.5 million bond issue to finance the construction of a 90,000 sq. ft. campus complex. Groundbreaking was held on April 5, 1976, on the beautiful, 178-acre site, marking the next step toward the completion of this innovative and unique facility. The buildings are designed to allow implementation of Holland's concept of occupational clustering, as well as provide a setting in which competency-based education can flourish.

The institute has continued to grow. Seven curriculum programs have been added since 1974 in general education/college transfer, early childhood education, recreation leadership technology, industrial maintenance engineering, heating and air conditioning, mechanical drafting, and taxidermy. This makes a total of nineteen curriculum majors presently being offered. Two programs, agribusiness and community service associate, were scheduled to begin in the fall, 1976.

PITT TECHNICAL INSTITUTE
Drawer 7007
Greenville, North Carolina 27834

Pitt Technical Institute has enjoyed continued growth, development, and progress during the 1974-76 biennium. Curricular

enrollment has grown from 1,057 in the fall of 1973 to 1,756 in the fall of 1975. During the period the institute added the following curriculum programs: paralegal technology, computer operator (1 year), industrial management and industrial maintenance technology, radiologic technology, career-option nursing, early childhood specialist, and educational associate.

A feasibility study for a physician assistant program has been completed; the Board of Trustees has approved the offering of this program, with the first students to be enrolled in the fall of 1977.

During the biennium, construction of five additional classrooms and a student lounge was completed. Plans are now being developed for a new shop/classroom facility, consisting of 24,000 square feet. Many architectural barriers to physically handicapped students have been removed.

Major accomplishments during the past two years include the development and implementation of 1) a comprehensive salary plan, 2) instructional evaluation instruments and procedures, 3) programs and recruitment of visually impaired students, 4) in-service educational program for staff and faculty, and 5) an affirmative action plan.

The institution has also sought to develop an effective level of media services for the faculty during this period.

While the expansion of physicial facilities continues to be of a high priority, Pitt Tech is committed to the development of a total comprehensive institution, continuously emphasizing instruction of the highest quality.

RANDOLPH TECHNICAL INSTITUTE
Box 1009
Asheboro, North Carolina 27203

The 1974-76 biennium for Randolph Technical Institute was a two-year period of continued enrollment growth and expansion of curriculum offerings, continuing education courses, and services to the local community.

Randolph Tech began the biennium by receiving full accreditation from the Southern Association of Colleges and Schools in December, 1974.

Enrollment in the curriculum programs is the largest since the establishment of the institute. One of the major reasons for this growth was the expansion of the present curriculum departments. The day offerings were expanded to include a technical specialty

program in photofinishing and an optional two-quarter specialization in commercial, residential, or historical design in the Interior Design Department. Evening offerings were expanded to include an associate degree business administration program and a floral design certificate program.

Emphasis has been placed on informing prospective students and the community about the institute. Student Services has further developed its articulation efforts with the public schools to include faculty and students at the junior high level. Career explorations for these students have been aided by tours of the institute and presentations by the institute's staff and faculty. A weekly radio program has been implemented on a local station.

The biennium for the Continuing Education Department has been highlighted by the following:

1. Completion of a fire service training facility for both local and area fire service training programs.
2. An agreement with the Randolph County Public Schools to award life experience credits in the Adult High School program.
3. A special adult basic education project funding in an effort to increase student attendance, to decrease dropouts, and to assist the student with job placement.
4. Courses in 66 different locations throughout the service area.
5. Placement of more than 50 percent of the students of the Human Resource Development Program in jobs or advanced educational roles.

Although parking facilities for an additional 175 vehicles were added, total facilities continue to be inadequate. Based upon the institute's long-range program and master campus development plans, a construction program to include approximately 71,000 square feet of additional space is now being developed. Emphasis in the building plans centers on a Learning Resource Center, a student services building, and a vocational-technical classroom and laboratory complex.

RICHMOND TECHNICAL INSTITUTE
Box 1189
Hamlet, North Carolina 28345

By ingenuity, dedication, and the hard work of faculty, staff and citizens, Richmond Technical Institute made important strides

during the difficult fiscal biennium in which the system and the institution have had to function.

The institution spearheaded two projects for improvement in the community's quality of life: acquisition of a major new industry and the foundation for continuing cultural growth.

In 1974 Clark Equipment Company, headquartered in Michigan, announced a decision to locate a multi-million dollar plant in Richmond County. Clark officials cited Richmond Technical Institute as a major influencing factor in this decision, which has substantially bolstered the financial future of Richmond County and its citizens. During this biennium, Richmond Technical Institute's New Industry Program has trained 442 employees for the Clark plant, which has an annual payroll in excess of $4 million.

Building on a successful Visiting Artist Program begun in the fall of 1974, RTI launched a long-range plan for the solid establishment of cultural activity in the community through the Bicentennial production of an historical drama and the construction of a 500-seat, lakeside amphitheater on the campus. The entire project, from original script to arrangement of seating, was accomplished through the donation of local talent, skills, material, labor, and funds (about $15,000). The success of this project has stimulated county-wide enthusiasm for future cultural activities, as well as interest in a community theater, a permanent amphitheater, and an arts council.

Richmond Technical Institute also successfully met the challenge of fulfilling urgent space and new curriculum needs despite fiscal limitations. Initiation of four new curricula needed in the service area was delayed, but beginning fall, 1976, students will be offered masonry, carpentry and cabinetmaking, and electrical installation and maintenance. The new associate degree nursing curriculum, which will fill a deficiency in local health care, will also be instituted in 1976.

Although monies were not available for the construction of the institution's third building, completion of one phase (20 percent of the proposed structure) during the biennium will provide some relief for overcrowded labs, shops and classrooms.

ROANOKE-CHOWAN TECHNICAL INSTITUTE

Route 2, Box 46-A
Ahoskie, North Carolina 27910

Roanoke-Chowan Technical Institute has undergone a 63.3 percent growth in earned FTE over the past two years.

In August, 1975 the school occupied its new facilities, which include the 41,420 sq. ft. Roberts H. Jernigan, Jr. Educational Center and a 10,500 sq. ft. vocational-technical education building.

Since the growth rate has been so tremendous, institute officials are beginning plans for more construction of facilities to accommodate the rapidly expanding programs and to house continuing and adult education programs on campus.

New programs which have been added since 1974 include police science, early childhood specialist and agricultural science and mechanization.

Moving rapidly toward full accreditation, Roanoke-Chowan Tech has hosted visiting teams from both the North Carolina Department of Community Colleges and the Southern Association of Colleges and Schools. The teams made their recommendations and the decisions of the review boards are pending. School officials hope that both state and SACS accreditation status will be reached by December, 1976.

Instructional development continued over the past two years through the use of individualized instructional methods and mastery-learning techniques.

In an effort to meet the cultural needs of the community, Roanoke-Chowan Technical Institute, with funding from the North Carolina Humanities Committee, sponsored the Roanoke-Chowan Forum. Entitled *The Individual in Society—Traditions in Transition; the Next 200 Years*, eighteen prominent speakers from across the state were invited to speak and participate in question and answer sessions. Also, the National Endowment of the Arts funded a craftsman-in-residence for summer, 1976.

ROBESON TECHNICAL INSTITUTE
P.O. Drawer A
Lumberton, North Carolina 28358

Robeson Technical Institute has experienced more rapid growth during the past two years than during any other biennium in its eleven year history. The fall of 1974 showed a 60 percent increase in enrollment over the previous year, and the fall of 1975 brought a 51 percent increase over 1974. Completion of two more buildings expanded new facilities by 30,000 square feet at a cost of one million dollars, increasing the total square footage to 58,000. The library contains 20,000 volumes, with over 5,000 of them added during this biennium. Financial aid to students reached a record high with a 40 percent increase this year over last year, affording

over $200,000 in assistance for the students. This figure does not include benefits for 891 veterans.

Major program additions include small engine repair and a second year in electrical installation and maintenance. The general education program was added the fall of 1974, but Robeson still remains basically a vocational school, emphasizing the building trades programs for needed skilled labor in the area. It presently offers 24 curriculum programs, with 1,600 students enrolled.

During the biennium around 5,000 attended the 365 enrichment education classes. Almost 8,900 enrolled in the 514 occupational education classes. Similar increases in adult basic education and the learning laboratory swell the total enrollment for the entire school over the 10,000 mark for this year alone.

Robeson Tech was accredited by the Southern Association of Colleges and Schools in December, 1975. The institute was declared an official bicentennial community in October, 1975, and 11 special projects have been completed in celebration of this historic year. An open house was held for the public in April.

ROCKINGHAM COMMUNITY COLLEGE
Wentworth, North Carolina 27375

Growth in three areas—curricula, buildings, and student population—may best describe Rockingham Community College during the 1974-76 biennium. Three new one-year vocational programs have been initiated in an effort to meet the employment needs of Rockingham County and the surrounding area. Electrical installation and maintenance, and early childhood assistant classes began in the fall of 1974; light construction courses started in the winter of 1975.

Due to declining enrollment in computer science and a decreasing number of local job opportunities for graduates, the two-year program was gradually phased out to insure that first-year students would have the opportunity to graduate.

In October, 1975, an administration building was completed, allowing all administrative, business, student affairs, and continuing education offices to be housed under one roof for the first time since the college opened in 1966. The move freed the first floor of the classroom building for much-needed classroom and faculty office space. Renovation of the first floor, formerly used for administrative and business offices, into eight classrooms and

seventeen faculty offices, was completed in the summer of 1976. The automotive mechanics shop has been rearranged, and the addition of a Sun engine analyzer, floor dynamometer, and other equipment make it one of the best-equipped automotive shops in the state. The machinist program was enhanced with the acquisition in 1975 of a computerized vertical milling machine.

Enrollment, which appeared to have stabilized at around 1,500 FTE, rose significantly in the biennium to approximately 1,700 FTE. The unexpected increase created problems with crowded classrooms and faculty work load. Increased funding to provide necessary instruction and services for this increased enrollment remains a critical need.

Rockingham Community College has continued its efforts to meet the needs, demands, and desires of its constituents during the 1974-76 biennium.

ROWAN TECHNICAL INSTITUTE
Box 1595
Salisbury, North Carolina 28144

Continuing efforts have been expended during the biennium to serve citizens through both curriculum and continuing education programs. Significant progress in quantity and quality has been attained.

The most dramatic accomplishment has been the completion of three buildings which double the instructional space on campus. Included in the new facilities are laboratories for the welding and refrigeration/air conditioning programs, student center, Learning Resource Center, a 324-seat teaching auditorium, health/science classrooms and laboratories. There are no architectural barriers to impede the movement of the handicapped to any point on the campus.

Other accomplishments include the following:

1. Five new curriculum programs were added.
2. Training programs for one new and several expanding industries were established.
3. The institute was reaffirmed for accreditation by Southern Association of Colleges and Schools and the State Board of Education.
4. Through the Central Piedmont Consortium, conferences were held with officials of the University of North Carolina on several items including transfer of students.

5. Administrators conferred with public school officials to further occupational education at the high school and technical institute levels.
6. The Visiting Artist Program afforded citizens the opportunity to enjoy music and to become better acquainted with Rowan Tech.
7. The institute participated in the Third Century Artist Program in Cabarrus County, which was highly successful.
8. A continuing education program was started in gerontology to assist individuals to work with older adults.
9. Automation was initiated to handle increased student records and registration.
10. The campus was expanded to 102 acres.

Rowan Tech's continuing efforts to serve the citizens of this area will be greatly enhanced by the much needed new facilities. A high degree of flexibility, innovation, experimentation and search for new approaches to learning is demanded to meet the educational needs of adults.

SAMPSON TECHNICAL INSTITUTE
Drawer 318
Clinton, North Carolina 28328

Progress, change, and transition describe Sampson Technical Institute during the 1974-76 biennium. New ideas and relevant curricula continue to be a paramount concern of the institution. The institution is looking forward to continued growth both in students and number of curricula programs to be offered.

Adequate space continued to be a problem as the student body steadily grew. However, some of the space problems were solved by the move in late January, 1976 to a new 50-acre campus one mile west of Clinton on Highway 24. The buildings on the campus include approximately 40,000 square feet with plans to construct a new 55,000 sq. ft. vocational building.

Bruce I. Howell became the president of Sampson Tech in December, 1975.

Expansion of vocational programs is underway. Auto mechanics is to include diesel engine repair; welding will become a full-time day curriculum; the drafting curriculum will be expanded in its course offerings; and an agricultural science and mechanization curriculum will be offered.

With the ever increasing number of students who wish to take the first two years of their college course work at an inexpensive institution close to home, it has become necessary to expand the offerings of the general education program. This program will more than prove its worth as the four-year institutions limit their freshman admissions, and even more students turn to the community colleges and technical institutes for their first two years of college.

The community at large is an integral part of Sampson Technical Institute. Community service programs and the extension classes offered by the institute are of immeasurable worth to the community and to the institution. Through these programs and classes an excellent rapport is being established, resulting in more diversification and expansion.

SANDHILLS COMMUNITY COLLEGE
Route 3, Box 182-C
Carthage, North Carolina 28327

The 1974-76 biennium has been one of growth and change at Sandhills Community College. Record enrollments were experienced in curriculum and extension programs in both the 1974-75 and 1975-76 school years.

Five new curriculum programs have been added in the areas of respiratory therapy, radiologic technology, operating room technology, cosmetology, and early childhood education. In addition a department for educational programs for older adults was added to the extension division. Efforts have begun, too, to increase offerings in occupational courses and programs during the evening hours. These new programs as well as the influence of an uncertain economy contributed to the sharp increases in enrollment.

Aided by funds from the Advanced Institutional Development Program (AIDP) of Title III, the college has been able to continue efforts to improve the quality of instruction. This program has provided impetus for continuing emphasis on the development of materials and techniques designed to individualize instruction. Tutorial services have been expanded, and remedial education opportunities have been increased.

During the next biennium, a much-needed major building will be constructed on the campus. Forty thousand square feet of space will be added and will provide offices, classrooms, a learning cen-

ter, and housing for the growing health education programs. Construction will begin in the summer of 1976.

Even with the new building, a new facility will be needed to house other occupational programs, as the proportion of students entering occupational programs now exceeds that of college transfer students and continues to grow.

SOUTHEASTERN COMMUNITY COLLEGE
Box 151
Whiteville, North Carolina 28472

Expansion of services, growth in enrollment, and planning for the future have characterized the past two years at Southeastern Community College. Increased emphasis has been on curriculum planning, physical planning, and on serving new publics.

Career ladder programs have been implemented in the areas of transportation maintenance, child development and electrical engineering technology. New options have been developed in the criminal justice program. Artistic endeavors of Southeastern students have been greatly enhanced by the artist-in-residence program. Programs in dance during the past year have been especially exciting. Both a piano and guitar laboratory have been installed and serve numbers of students. Included within the physical planning is a new building to house phases of the college's art program. A program featuring art and physical education has been offered at a local prison unit. A full range of college transfer courses are being offered in neighboring Brunswick County. An honors program and the expansion of developmental services have been notable achievements in the past two years.

Many new and expanding services have been made possible through federal funds. These special funds have also served as "survival money" during this period of limited state funds. A comprehensive institutional professional development program, an institutional research and evaluation office, and a highly successful humanities program were made possible through special grants.

Both a master curriculum plan and a campus master plan were completed during 1974-1976. A campus development committee was actively involved in the latter plan. They continue to make recommendations about changes to enhance the naturally beautiful 100-acre campus.

Enrollment at Southeastern has grown over 80 percent in curriculum programs since fall, 1973; the 1975 summer quarter headcount in curriculum programs was higher than any fall quarter headcount during the years 1965-1973. Adult and extension programs have grown also, but limited funds have sharply curtailed these areas in recent months.

Community support, especially through the College Foundation and local funding through the County Commissioners, is at an all-time high. Most important, Southeastern Community College continues to grow as a true comprehensive community institution.

SOUTHWESTERN TECHNICAL INSTITUTE

Box 95
Sylva, North Carolina 28779

The period of 1974-76 has been for Southwestern Technical Institute one of refinement of existing programs, as well as continued expansion and development in new areas. The pace of the institute has of necessity been a rapid one, paralleling current needs of the community and region.

Basic to institutional purpose is the provision for quality program offerings. Reaffirming the caliber of the school, the Southern Association of Colleges and Schools renewed accreditation in December, 1975, as did the North Carolina State Board of Education the following March.

Total enrollment for the biennium increased by 21 percent.

Support services of the institute have kept pace with continued expansion. A more sophisticated job placement program has been implemented which includes the development of a microfiche system of job announcements. Recently established, an advisory committee for minority students will assess the needs of Southwestern students belonging to ethnic minorities.

Efforts to meet the full financial need of qualified students continue with financial aid increasing from $95,000 to $175,000.

The number of resource materials and books has increased substantially with the permanent collection growing from 11,332 to 15,122 volumes.

The Student Government Association and student membership on all standing committees continue to provide student perspective in the development of institutional policy.

Significant in the development of facilities is the renovation of and addition to the vocational building. Total cost for the project

is $849,164. Completion of the project, scheduled for November, will provide much needed additional space. The inclusion of a solar heating and cooling unit will serve the dual purpose of an energy source for the structure and a laboratory for the collection of data to determine applications of solar energy in this area.

The Southwestern Technical Institute Foundation continues to provide scholarships and services not ordinarily covered by appropriations.

An overriding problem foreseen is the conflict between budget restrictions and increasing demands of explosive enrollment growth.

STANLY TECHNICAL INSTITUTE
Route 4, Box 5
Albemarle, North Carolina 28001

The transition to a beautiful new campus in November of 1975 culminated a major thrust in the development of Stanly Technical Institute. Two new buildings were completed in this first phase of development.

In the fall of 1975-76, more than 124 courses were offered to 721 curriculum students. This curriculum enrollment represented an enrollment growth of 839 percent since 77 students enrolled in the fall of 1972. During the period July, 1974 through June 30, 1975, the Continuing Education Department averaged an enrollment of 2,234 students each quarter and an average of 981 FTE for each quarter during the same period. Of the 8,986 students enrolled during the period, 5,325 were enrolled in occupational extension classes.

The Stanly Tech full-time faculty now stands at 21. A director of the Learning Resource Center and a preschool day care director were employed recently. The part-time instructional faculty has expanded to 37, most of whom are from local business and industry.

Current course offerings range from skilled and technical to college transfer. The evening program has experienced dramatic growth and a major effort is being made to offer a complete schedule of courses for working students. Stanly Tech currently is approved to offer 17 curriculum programs. During the 1974-75 school year, surveying technology, respiratory therapy, and a cooperative college transfer program were new offerings. In addition, a preschool child care center was established to aid students

enrolled in the early childhood program and to provide preschool day care services for children of students, faculty and staff. Progress was also made in cooperation with the Southwest Regional Education Center to offer specialized instruction for vocational instructors in the Southern Piedmont Education Consortium schools. All other curricula underwent modification and revision.

Stanly Technical Institute continues preparation for Southern Association accreditation. The college currently has candidacy status and plans to seek full accreditation during the school year 1976-77.

SURRY COMMUNITY COLLEGE
Box 304
Dobson, North Carolina 27017

Surry Community College completed two additional buildings, a classroom building and a vocational-technical building during 1974-76. The classroom building houses student personnel offices, the bookstore, continuing education facilities, and ten classrooms. The vocational-technical building provides space for all business programs, auto mechanics, building trades, electronics shops, and the Art Department. Completion of the two facilities added approximtely 47,500 square feet to the college. At the present time, six buildings are included on the one-hundred-acre site located in the town of Dobson.

The Board of Trustees and college staff identified six purposes of the college. Criteria for the evaluation of these purposes was agreed upon to insure a quality program for the citizens of Surry and Yadkin counties. Information from all divisions and departments is supplied to the President and submitted to the Board.

Activities by students and special presentations by other groups have received emphasis during this time. Special lectures each month at the "Dean's Table" and a cultural event once each week in the evening at class break have been rewarding for all students.

The Surry Community College Foundation continues to be active. The Foundation has set as its goal the assistance to all students unable to attend Surry Community College because of financial problems. The Foundation was also instrumental in acquiring fifty additional acres of land for the college.

Throughout the biennium, enrollment increases were recorded in both curriculum and continuing education programs. The in-

terest of the adult public in educational advancement continues to remain high in the service area, and Surry Community College continues to make every effort to meet the educational needs of the people.

TECHNICAL INSTITUTE OF ALAMANCE
Box 623
Haw River, North Carolina 27258

During the biennium, Technical Institute of Alamance was engaged in building projects, new curriculum programs and enrollment increases.

The most significant occurrence at TIA was its relocation. The school moved from its 4.42-acre campus in Burlington to a new $5.5 million facility on a 48-acre campus at Haw River bounded by Interstate 85 on the north and Jimmy Kerr Road on the east.

Two new curricula, legal secretary and welding, were begun during the biennium. Along with these programs, an artist-in-residence joined the staff. Another significant feature was the reaccreditation by the Engineer's Council for Professional Development of two associate degree programs in drafting/design technology and electronics engineering technology.

Enrollment during the 1974-76 biennium was extraordinary in that the 1974 fall quarter enrollment was exceeded by the winter quarter enrollment, which in turn was exceeded by the spring quarter enrollment. Also, the 1975 fall quarter enrollment exceeded the previous fall quarter enrollment by 39 percent.

TRI-COUNTY TECHNICAL INSTITUTE
Box 40
Murphy, North Carolina 28906

On December 15, 1975, the Southern Association of Colleges and Schools accredited Tri-County Technical Institute, and accreditation by the North Carolina State Board of Education followed on January 8, 1976.

Enrollment has steadily increased over the present biennium, but has been hindered by inadequate physical facilities for new programs. Additional local, state and federal funds are now available for construction, which will permit more flexibility in curriculum offerings.

Electrical appliance servicing, guided studies, and Human Resource Development are the only new programs added in 1975. Two off-campus centers began operating in 1975 and 1976.

Arrangements for the acquisition of an additional 14.8 acres of land have been completed. This property is adjacent to the present campus and is important for future development.

Although local financial support has increased considerably in the biennium, it is insufficient for the present level of operation.

VANCE-GRANVILLE COMMUNITY COLLEGE
Box 917
Henderson, North Carolina 27536

July 1, 1976 is important in the history of Vance-Granville, for the institute became Vance-Granville Community College on that day. The addition of the college transfer program includes curricula in pre-liberal arts, pre-business administration, and four pre-education curricula. Initial enrollment in the college transfer program was anticipated at 200.

Simultaneously the institute took possession of its first permanent facility, a new four-building, $4.1 million campus located between Oxford and Henderson. The new campus is on an eighty-acre site and consists of two vocational buildings, a learning resource center/student union building, and an administration/general classroom building. A federally certified day-care center is located on campus.

July 1 is a proper date also to take stock of the tremendous growth in enrollment, faculty, and programs experienced by the school in the past two years. In the 1974 spring quarter, Vance-Granville Tech enrolled 415 curriculum students; in spring, 1976, the number was 833, an increase of 101 percent. Total funding FTE for 1973-74 was 710; for the current year it is 1,602, an increase of 126 percent.

In the past two years, the college added five new technical programs in criminal justice, legal secretarial science, recreation therapy, general education, and industrial management. Two vocational programs, auto mechanics and light construction, have been expanded to two-year programs. In 1974, the evening curriculum began for business programs and presently accounts for nearly half the total current curriculum enrollment.

Several special programs have been added in the past two years also. Cooperative education has been integrated into several cur-

ricula programs and is currently self-supporting. Guided studies was begun to help the educationally disadvantaged students in need of remedial work. Project Link, an outreach, transportation, and information/referral program for the elderly in a three county area, was initiated in fall, 1975, and currently serves over 2,750 citizens over age 60.

WAKE TECHNICAL INSTITUTE
Route 10, Box 200
Raleigh, North Carolina 27603

Expansion and maturation of the total life of Wake Technical Institute continue to characterize the institution. During the 1974-76 biennium Wake Tech extended its continuing education programs by offering occupational extension courses in four Wake County high schools. In August, 1975 the Hillsborough Street Programmed Materials Laboratory and the Broughton Adult High School Diploma program were moved to The Raleigh Adult Education Center on North Blount Street. This facility is operated jointly with the Wake County Public School System. The institute expanded also its apprenticeship training program by beginning a series of courses designed especially for plumbers and pipefitters.

Full-time and part-time curriculum enrollment totaled 1,410 students in fall, 1974, and 1,500 in fall, 1975.

Faculty at Wake Tech have had opportunities to mature professionally. During the biennium the institution initiated a vigorous staff development program. A number of faculty have received advanced degrees and/or certification in their specialized technical or vocational fields.

In December, 1974 the Southern Association of Colleges and Schools reaffirmed regional accreditation of the institution. Accreditation by the North Carolina State Board of Education followed shortly thereafter. Professional accrediting agencies, too, have been invited to campus to evaluate specific programs for either accreditation or reaccreditation. Among these have been The National Accrediting Agency for Clinical Laboratory Sciences (evaluating the institution's medical laboratory assistant program), The Engineers' Council for Professional Development (evaluating six engineering technology programs for reaccreditation), and the North Carolina Criminal Justice Training and Standards Council which granted accreditation to the institu-

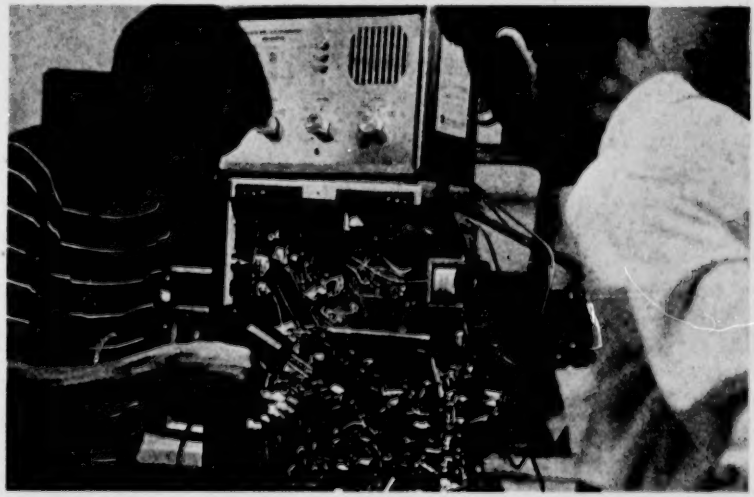
tion's police science technology program. In accordance with the Nursing Practice Act, the associate degree nursing program was formally granted full accreditation by the North Carolina Board of Nursing.

Physical growth of Wake Tech reflects the general health of Wake Tech's total program. Buildings that were completed and occupied during the biennium were a power mechanics laboratory, a waste water treatment system, and the LeMay Student Affairs Building. Bids for a vocational classroom/laboratory building will be accepted during the summer of 1976, with a projected completion date for late summer of 1977.

WAYNE COMMUNITY COLLEGE

Caller Box 8002
Goldsboro, North Carolina 27530

The 1974-76 biennium was characterized by spectacular growth in student enrollment. Most of the new growth occurred in the vocational and technical programs. The 1975-76 school year began with over 2,200 curriculum students and 3,600 extension students. The faculty and staff numbered 190 members. During 1975, three new programs in agricultural science and mechanization, human services technology, and alcoholism technology were added to the comprehensive curriculum offerings.



The present campus occupies a 55-acre site with seven permanent buildings containing 90,000 square feet of space for offices, classrooms, and laboratories. Twenty-five trailers and mobile classrooms provide an additional 17,000 square feet of space. In addition to the campus space, the aviation programs are housed at the Goldsboro-Wayne Municipal Airport and the auto-diesel program is conducted in a leased building off campus.

During the biennium of 1974-76, the college's master plan for the new campus was completed. Construction of the initial building for the new campus will begin in the fall of 1976.

The Southern Association of Colleges and Schools reaffirmed the college's accreditation in 1974.

WESTERN PIEDMONT COMMUNITY COLLEGE

1001 Burkemont Avenue
Morganton, North Carolina 28655

For Western Piedmont Community College the 1974-76 biennium was characterized by a continuing increase in enrollment, despite severe limitations of space and budgets. As a result extreme overloads were placed on all personnel.

To relieve the space problem, construction is presently underway on a 25,000 sq. ft. instructional and student services building. This project will be completed in the spring of 1977. Additional construction beyond the new building is, however, needed in order to accommodate existing programs.

In spite of the heavy student loads carried by staff, much developmental work was done. Also, a computerized student registration and records system was designed and implemented, several new curricula were instituted, and a number of staff development activities were carried out.

Major studies in the areas of tenure policy revision, faculty workload policy, and salary administration were started, and each is well along toward completion. The occupational and college transfer divisions were combined into a single curriculum unit resulting in a fuller educational philosophy as well as better coordination of programs. A derivative benefit of this reorganization was the establishment of a new office of planning and development.

The budget limitations, particularly during 1975-76, led to a reduction in both curriculum and extension programs. Unless financial support increases, the college faces the necessity of reducing admissions and further limiting course offerings. During this biennium, the faculty and staff have put forth the extra effort required to offset the limitations mentioned. The college feels that such extra effort can no longer occur. In addition to the concern about pacing finances with enrollment is the instability of funding from year to year. The existing basis for formula funding does not provide for the needed stability, and year-to-year fluctuations make effective planning difficult.

WILKES COMMUNITY COLLEGE
Drawer 120
Wilkesboro, North Carolina 28697

The start of the 1974-75 college year was indeed "dark" with the defeat of the $2 million bond issue for construction of three new, much-needed buildings. However, within the short period of six months, with the assistance of a new Board of Commissioners, the college received a letter of intent for some five-hundred-thousand dollars which acted as seed money for a like sum of Vocational Education and Appalachian Regional Commission funds. On April 10, 1976 footings were poured for two structures which will add some 47,000 square feet to the present facility.

The enrollment picture exceeded all projections. A great deal of the tremendous growth was due to expanded programs in the six community schools.

The college received its reaffirmation of accreditation from the Southern Association of Colleges and Schools and the North Carolina State Board of Education.

Articulation programs with Region D, Appalachian State University, the local CAP agency, and the public school administrative units of the service area have strengthened programs in early childhood education and food preparation technology.

At the present time the college is gearing itself to work with Appalachian State University and nine other community colleges and technical institutes of the Western North Carolina Consortium in the formation and implementation of a developmental studies program, which will be housed in the new quarters mentioned above.

More attention and direction was given to clustering the technologies and vocational programs. Courses in which there was low participation were struck from the catalog. The formation of an overall Wilkes Community College Planning Advisory Board, comprised of leaders of the business-industry, professional communities of the multi-county area, promises to offer much-needed assistance to the administration and trustees in the total mission of the college.

WILSON COUNTY TECHNICAL INSTITUTE
Box 4305, Woodard Station
Wilson, North Carolina 27893

Over the past two years Wilson Tech has been involved in an aggressive resource development program to develop actively the resources needed to support the institution's comprehensive educational program, and to develop more efficient management techniques for using these resources. Through innovative techniques, the institution has increased its membership hours of instruction by 50 percent while maintaining the same number of full-time faculty.

Although hampered by a shortage of funds on one hand and ever increasing enrollments on the other, Wilson Tech has continued efforts on a number of fronts to improve the quality of its instructional services. A staff development program based on the theme, "Pursuit of Excellence in Programs," provided opportunities for faculty development through monthly meetings, workshops and attendance in credit courses through released time and educational leave.

Curricula offerings were expanded to include fire science technology, industrial maintenance mechanics and industrial management. Curriculum offerings for evening students were expanded to include ten fully developed part-time curriculum areas. Capitalizing on knowledge gained through cooperation between the heavy equipment program and the county government, two additional, unique curricula were developed in the areas of sanitary landfill operating-management and sanitary landfill technology.

Using a Basic Institutional Development Program grant from the federal government, instructors were encouraged and aided in the development of individualized instructional programs in a number of areas, providing students with greater opportunities for

advancement at their own rate. This program was supplemented by assistance from the Learning Resource Center by providing support service to the instructors in developing individualized instructional packages and assistance in developing audiovisual material to support their particular need. An LRC task force has aided faculty members in planning and revising several courses. Other federal grants were obtained to enable the center to purchase software for curriculum enrichment activities.

The Continuing Education Division maintained a steady growth trend, responding to decreased funding by more selective and cost-effective programming and other management techniques. Approximately 6,000 adults were enrolled during the past academic year. Significant advances were made in the field of the arts, with the institution's involvement in the artist-in-residence program and the close coordination of that program with the Wilson Arts Council.

ADMINISTRATIVE PERSONNEL
DEPARTMENT OF COMMUNITY COLLEGES

Office of State President

Ben E. Fountain, Jr., State President
- Clay, Russell T., Assistant to the President
- Dowdy, Mrs. Helen, Administrative Assistant to the President
- Hollowell, Miss Kaye, Special Assistant to the President
- Smith, Robert G., Assistant to the President
- Strother, Robert E., Special Assistant to the President

Institutional Services

Hugh E. Battle, Jr., Associate Vice President

Vincent C. Outland, Assistant Vice President
- Albano, Philip, Director of Facility Planning
- Allen, Mrs. Ortha Lee, Head Librarian, Equipment, Media Processing and Control
- Bordwell, Lee, Equipment Inventory Specialist
- Doyle, Mrs. Pamela B., Librarian, Equipment, Media Processing
- Duckett, Mrs. Nancy, Director of Publications and Information
- Hinton, C. Eugene, Director of Equipment & Media Processing and Control

Johnson, Walter A., Assistant Director of Excess and Federal Surplus Property
Mashburn, Woodrow, Assistant Director of Equipment Transfer and Maintenance
Mosley, Mrs. Jane, Coordinator of Broadcast Programs
Poole, Mrs. Kathleen S., Coordinator of Duplicating
Ray, Jeannette, Assistant Director of Equipment Inventory

Planning and Policy
Dr. Charles R. Holloman, Vice President
Dr. Terrence A. Tollefson, Associate Vice President
Allred, Marcus D., Director of Institutional Planning
Dr. Major M. Boyd, Associate Vice President
Clampitt, Dr. Joyce A., Director of Affirmative Action Programs
Jacobs, Miss Doris, Coordinator of Policy and Regulations
Johnson, Morris W., Educational Consultant

Student Personnel and Program Resources
Dr. Marsellette B. Morgan, Vice President
Dr. G. Herman Porter, Associate Vice President
Ellerbe, James H., Director of Staff Development
Hamlett, James H., Education Training Specialist
Herman, Kenneth S., Assistant Director Audiovisual Resources
Jefferies, Raymond L., Jr., Director of Student Personnel Services
Pugh, William F., Artist Illustrator
Raynor, Hilda G., Graphic Artist
Richardson, James A., Coordinator of Institutional Evaluation
Small, Hazel C., Education Training Specialist
Southerland, Carol A., Acting Director of Educational Resources
Williams, Thomas E., Education Training Specialist

Educational Programs
Dr. J. Reid Parrott, Vice President
Anthony J. Bevacqua, Associate Vice President
Anderson, Bobby L., Director College Transfer and General Education

Eller, Mrs. Vercie M., Assistant Director of Health Programs
Fuqua, Larry W., Assistant Director Vocational Programs
Gourley, Frank A., Jr., Assistant Director Engineering Programs
Hudson, Coy L., Assistant Director Special Programs
Oleson, Kenneth S., Director Occupational Programs
Overton, Dr. Ruby Jean, Assistant Director Business Programs
Ross, Frankie, Library Technical Assistant
Worthington, Roger G., Director of Program Development

Dr. Charles M. Barrett, Associate Vice President
Abernethy, William A., Supervisor Forensic Science
Boyer, Delane, Assistant Director of CETA
Delamar, Ned E., Director Specialty Programs
Dudley, Dr. Thomas R., ABE Coordinator
Eades, Jim, Assistant Director of CETA
Faircloth, Odell, Director CETA
Green, Michael J., Coordinator Instructor Development
Ipock, Fred P., Coordinator Fire Service Training
Miller, Hal M., Director Hospitality and Seafood Occupations
Moore, Donald J., Assistant Director Management Development Programs
Phillippe, D. Keith, Director Fire Service Training
Roberson, Larry C., GED Administrator
Stevenson, Robert M., Director Law Enforcement Training
Strother, Ralph J., Coordinator Traffic Service Training
Sturdivant, Joe E., Director Industrial Services
Underwood, Florence, ABE Consultant
Wiles, John F., Assistant Director of Industrial Training